



Granada Hills Charter High School

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

Brian S. Bauer, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

LAUSD (District)

10535 Zelzah Ave.

Granada Hills

818-360-2361

<http://ghchs.com>

District Governing Board

Jim Salin

Jesus Vaca

Joan Lewis

Jody Dunlap

Lorene Dixon

Steve Bourgouin

Supriya Chakravarty

District Administration

Brian S. Bauer

Superintendent

Executive Director's Message:

Granada Hills Charter High School (GHCHS) is in its fifteenth year as an independent charter school and is one of the leading comprehensive public high schools in the state. 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 2011-12. 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 internal and external assessments such as the Advanced Placement, International Baccalaureate, PSAT, SAT and ACT, and college readiness measures. In addition to a traditional instructional program that includes academic programs in STEM, Humanitas/New Media, Global Business and Finance, Global History of Ideas, and several Career Technical Education strands, 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 2014 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

As part of the school WASC accreditation process, the school reaffirmed the Expected Schoolwide Learning Results (ESLRS). 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.

Our educational program achieved many accolades in 2016-2017. Granada Hills Charter High School was:

- Voted “Best Charter School” by readers in the 2017 Los Angeles Daily News Reader’s Choice Awards,
- Ranked #1 “Best Charter High School in California,” #4 “Most Diverse Public High School in California” and #19 “Standout School in America” by Niche.com in 2018 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 “2017 Best High Schools.”

For the sixth time in the last seven years, the GHCHS Academic Decathlon team won the National Academic Decathlon Championship in the spring of 2017. 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1,304
Grade 10	1,129
Grade 11	1,135
Grade 12	1,094
Total Enrollment	4,662

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.3
Asian	17.8
Filipino	10.1
Hispanic or Latino	39.6
Native Hawaiian or Pacific Islander	0.3
White	25.2
Two or More Races	1.2
Socioeconomically Disadvantaged	48.2
English Learners	3.7
Students with Disabilities	7
Foster Youth	0.4

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	15-16	16-17	17-18
With Full Credential	164	174	172
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
LAUSD (District)	15-16	16-17	17-18
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	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2017	
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 The British Tradition (Prentice Hall) 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	Math Algebra 1 2008 Big Ideas Math (Algebra I, Geometry) 2016 Algebra and Trigonometry Structure and Method 2000 Calculus Graphical, Numerical, Algebraic (AP Edition) 2003 The Practice of Statistics for AP 4th Ed. 2012 Barron's AP Statistics 4th Ed Calculus (Pearson) 20003 Java 4th Ed. (McGraw Hill) 2004 Geometry (McDougal Littell) 2000 Precalculus 5th Ed. (Brooks/Cole) 2010 Trigonometry 8th Ed. (Pearson) 2005 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

Textbooks and Instructional Materials
Year and month in which data were collected: December 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Chemistry, 8th Ed. 2011 Living in the Environment, AP Ed. 2011 Barron's AP Environmental Science 3rd Ed University Physics (Pearson) 2012 Myers Psychology for AP (BFW Worth) 2011 Life in the Universe (Pearson) 2003 Biology (Prentice Hall) 2004 World of Chemistry (Brooks/Cole) 2012 Biology Concepts & Applications 8th Ed. (Brooks/Cole) 2011 Chemistry the Central Science (Prentice Hall) 2006 Chemistry HL 2nd edition (Pearson) 2016 Physics Giancoli 6th Edition (Pearson) 2005 Human Anatomy and Physiology, 7th Ed. (Pearson) 2007 Campbell Biology (Benjamin Cummings) 2012 Chemistry, 8th Ed. 2011 Psychology, Principles in Practice (Holt McDougal) 2010 Intergrated Science (It's About Time) 2004 Life Science (Globe Fearon) 2003 Physical Science (Globe Fearon) 2003 Conceptual Physics High School Basic Program (Pearson) 2009 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 The Western Heritage, 10th Ed. 2010 American Government: Roots & Reform, 10th Ed. 2010 The Cultural Landscape, 10th Ed. 2010 American Pageant, 13th Ed. 2006 Traditions & Encounters, 4th Ed. (McGraw Hill) 2008 World History in Documents (NYU) 2008 World Geography (Glencoe) 2005 Magruder's American Government (Pearson) 2009 American Odyssey (McGraw Hill) 2004 Hist 2 Volume 2 Student Ed (Wadsworth) 2011 United States History Modern America (Pearson) 2011 Modern World History (McDougal Littell) 2006 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 Reflexiones (Pearson) 2012 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 Expesate 1 (Holt) Expesate 2 (Holt) Expesate 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

Textbooks and Instructional Materials
Year and month in which data were collected: December 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	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 The textbooks listed are from most recent adoption: Yes 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: December 2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				Multiple AC units repaired and replaced as needed.
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				Performed annual pest mitigation in December 2017
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				All restrooms in compliance with current state and local laws regarding access and use.
Safety: Fire Safety, Hazardous Materials	X				Performed annual fire alarm system testing in December 2017
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Completed installation of door viewers in all exterior facing doors.
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	80	79	39	40	48	48
Math	58	53	29	30	36	37

* 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	78	73	46	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.9	29.4	26.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	1160	1139	98.2	72.9
Male	590	581	98.5	75.4
Female	570	558	97.9	70.3
Black or African American	31	31	100.0	71.0
Asian	196	195	99.5	83.1
Filipino	111	110	99.1	81.8
Hispanic or Latino	452	446	98.7	64.6
White	322	311	96.6	74.0
Two or More Races	16	16	100.0	87.5
Socioeconomically Disadvantaged	593	584	98.5	67.0
English Learners	31	27	87.1	18.5
Students with Disabilities	83	79	95.2	30.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	1,120	1,074	95.89	79.12
Male	573	545	95.11	76.1
Female	547	529	96.71	82.23
Black or African American	31	28	90.32	75
American Indian or Alaska Native	--	--	--	--
Asian	187	182	97.33	83.52
Filipino	111	110	99.1	88.18
Hispanic or Latino	434	415	95.62	75.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	310	295	95.16	76.53
Two or More Races	17	17	100	88.24
Socioeconomically Disadvantaged	580	549	94.66	75.96
English Learners	41	41	100	21.95
Students with Disabilities	105	86	81.9	30.23
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 2016-17 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	1,121	1,060	94.56	52.92
Male	573	544	94.94	55.88
Female	548	516	94.16	49.81
Black or African American	31	27	87.1	40.74
American Indian or Alaska Native	--	--	--	--
Asian	187	179	95.72	76.54
Filipino	111	110	99.1	63.64
Hispanic or Latino	435	414	95.17	40.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	310	288	92.9	51.39
Two or More Races	17	17	100	58.82
Socioeconomically Disadvantaged	581	543	93.46	46.59
English Learners	41	41	100	9.76
Students with Disabilities	106	86	81.13	8.14
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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	2014-15	2015-16	2016-17
Suspensions Rate	0.8	0.2	0.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.9	0.9	0.8
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	642	
Percent of Schools Currently in Program Improvement	69	

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)	6.0
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	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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	28	29	24	21	28	81	76	83	43	42	47
Mathematics	32	31	31	2	9	15	52	38	38	74	64	74
Science	30	30	28	15	12	34	48	38	32	58	60	59
Social Science	33	33	27	5	5	45	37	34	37	74	74	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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (ES)	\$116,684	\$120,448
Average Principal Salary (MS)	\$131,969	\$125,592
Average Principal Salary (HS)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,450	\$4,220	\$7,230	\$83,032
District	◆	◆	---	\$73,658
State	◆	◆	\$6,574	\$79,228
Percent Difference: School Site/District			0.0	12.7
Percent Difference: School Site/ State			10.0	4.8

* Cells with ◆ do not require data.

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 Title III grant supports English Learners. 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	2013-14	2014-15	2015-16
Dropout Rate	1.4	2.2	1.5
Graduation Rate	95.37	94.77	95.06
LAUSD (District)	2013-14	2014-15	2015-16
Dropout Rate	17.4	16.7	13.7
Graduation Rate	70.2	72.23	77.32
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	501
% of pupils completing a CTE program and earning a high school diploma	95%
% 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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.87
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	76.54

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	◆
English	4	◆
Fine and Performing Arts	3	◆
Foreign Language	3	◆
Mathematics	3	◆
Science	5	◆
Social Science	8	◆
All courses	28	36.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	94.29	86.92	87.11
Black or African American	87.5	82.92	79.19
American Indian or Alaska Native	0	81.67	80.17
Asian	93.27	89.15	94.42
Filipino	94.59	90.05	93.76
Hispanic or Latino	94.84	87.33	84.58
Native Hawaiian/Pacific Islander	75	88.82	86.57
White	95.54	86	90.99
Two or More Races	88.89	83.26	90.59
Socioeconomically Disadvantaged	79.41	59.15	63.9
English Learners	33.33	38.19	55.44
Students with Disabilities	94.39	87.85	85.45
Foster Youth	0	82.74	68.19

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 <http://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.