

# Granada Hills Charter High School

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

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Granada Hills Charter High School District

10535 Zelzah Ave.  
Granada Hills  
818-360-2361  
<http://ghchs.com>

### District Governing Board

### District Administration

Brian S. Bauer  
Superintendent

### School Description

Executive Director's Message:

Granada Hills Charter High School (GHCHS) is in its twelfth 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, along with a strong business and operations model, is the hallmark of Granada's success. In 2013-2014, our educational program continued to help all of our students become college and career ready. The California Distinguished School status of 2011 validated existing programs and opened additional 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 Schoolwide Learning Results and focuses on identified critical needs; meeting the learning needs of all students, including EL 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 California Standards Tests and the California High School Exit Exam (CAHSEE), as well as an Academic Performance Index (API) of 885. In addition to a traditional instructional program, the expanded GHCHS Virtual Program serves students who need a flexible schedule in an alternative NCAA-approved blended instructional model. Students complete the A-G requirements with after school support and enrichment activities funded by school grants. GHCHS continues to maintain a fiscally sound budget while devoting considerable resources to 21st century instruction and preparation for the implementation of the Common Core curriculum.

The Granada Hills Charter Governing Board continues to address established schoolwide goals. These goals are continuously validated by high schoolwide academic achievement, receipt of a five-year renewal of our charter 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 a current wait list of more than 2,000 students. The school's API is over 800 for the fifth consecutive year, and all student subgroups met their API targets. GHCHS is the only comprehensive high school in Los Angeles with an API of 850 or better. Our API has increased 140 points since the inception of the API and 100 points since our conversion to a charter school in 2003. Charter school status has allowed GHCHS to offer more courses and support for students. Programs such as Career Technical Education, Global History of Ideas, Global Business and Finance, Humanities, Science, Technology, Engineering and Math, and International Baccalaureate provide students the opportunity to pursue their interests within the A-G graduation requirements. Ninth grade students can opt for Biology or Physics, and Geography or Digital Imaging as an academic elective. Expansion of our world language offerings is evidenced by the increase in the Mandarin language program. The Qatar Foundation International also provides support for our Arabic language program.

Our educational program achieved many accolades in 2013-2014. Granada Hills Charter High School was:

- voted best charter school by readers in the 2013 Daily News Reader's Choice Awards,
- recognized as a California Business for Education Excellence 2014 Honor Roll winner as an "Outstanding Public School for High Levels of Academic Achievement and College Readiness for all Students,"
- the first and only school in the San Fernando Valley and the only public high school in the greater Los Angeles area to be an International Baccalaureate World School with an astounding first group of forty-seven Granada Hills Charter High School students completing an International Baccalaureate Diploma June 2014,
- recognized in Newsweek's "America's Best High Schools" 2014, the Washington Post's "High School Challenge National Schools" for 2014, and US News and World Report's "2014 America's Best High Schools."

The GHCHS Academic Decathlon team captured its third consecutive National Academic Decathlon Championship in the spring of 2013. In the 31-year history of the national competition, GHCHS is the first charter school to claim the national title and the only school to claim three consecutive wins. Spring 2014 competition resulted in a second place win for the Granada Hills Charter High School's Academic Decathlon team in the National Academic Decathlon competition in Honolulu, Hawaii. The top two teams were within 250 points of each other making this year one of the most competitive. Along with hosting the Tri-Valley Forensics League Open Speech Tournament on the Granada Hills Charter High School site, the Speech & Debate Team ended up with four state qualifiers and a Lincoln-Douglas debater ranked 20th in the State of California. It was a very successful year for the Speech and Debate Team. The Robotics Team won the highest level of Excellence Award, the Design Award and Tournament Champion Awards at multiple VEX Robotics Tournaments during the 2012-2013 season. In the FIRST Robotics Competition Regionals, Granada's team continued to be recognized for its performance on and off the field, earning the Johnson & Johnson Gracious Professionalism Award and Regional Finalist Awards in 2013. The team also introduced robotics to elementary and middle school students through its ongoing outreach programs.

Granada Hills Charter takes great pride in its many athletic teams and clubs. All GHCHS varsity sports teams participated in the CIF City Section playoffs. The teams captured many titles including girls' soccer, girls' golf, girls' volleyball. The girls' and boys' volleyball, girls', boys' tennis, boys swim team, and boys track team were all league champions. Girls' basketball was second in City and League Champions. Girls' and Boys' tennis, swimming, and track teams earned individual city championships. One Girl wrestler took second in City. Our JV girls' softball team again remained undefeated.

#### Focus for Improvement

As part of the schoolwide 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 Schoolwide Action Plan has the following goals:

- Goal #1: Revisit the vision and mission statement of GHCHS to reflect expected school-wide learning results, global awareness, as well as college and 21st Century career readiness goals for all students.
- Goal #2: Increase intra- and inter-departmental sharing of best practices in differentiated instruction, strategic reading and critical thinking strategies to improve student learning.
- Goal #3: Explore and develop relevant content area curriculum and applications to 21st Century global career opportunities.
- Goal #4: Continue development of a school-wide systematic process for monitoring, and evaluating student performance data and implementing modifications to meet the learning needs of all students, including EL and students with disabilities.
- Goal #5: Expand and strengthen existing opportunities and create engagement models for parent and community involvement in comprehensive student support; including academic engagement, social, emotional, and academic intervention, enrichment activities, and college/career awareness.

Content-specific teacher standards. Structured responses allow students to practice within a new format and ultimately collaborative teams continue to prepare them for timely intervention and additional tutoring support as needed. The integrative common core state implementation of common core standards has been ongoing since 2010. In 2013-2014, all standards into their lesson plans and constituents further expanded on the person-centered, growth-focused theme and continued to and develop and refine integrate differentiated strategies to ensure academic achievement for all students. assessments that meet the

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 818.360.2361.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	1,090
Gr. 10	1,093
Gr. 11	1,079
Gr. 12	1,011
<b>Total</b>	<b>4,273</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.2
Asian	17.6
Filipino	9.4
Hispanic or Latino	38.7
Native Hawaiian/Pacific Islander	0.1
White	27.7
Two or More Races	2.2
Socioeconomically Disadvantaged	52.2
English Learners	3.2
Students with Disabilities	6.4

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	12-13	13-14	14-15
<b>Fully Credentialed</b>	155	158	160
<b>Without Full Credential</b>	1	3	2
<b>Teaching Outside Subject Area of Competence</b>	1	0	0
Granada Hills Charter High School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Granada Hills Charter High	12-13	13-14	14-15
<b>Teachers of English Learners</b>		0	0
<b>Total Teacher Misassignments</b>		0	0
<b>Vacant Teacher Positions</b>		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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	99.19	0.81
Districtwide		
<b>All Schools</b>	88.77	11.23
<b>High-Poverty Schools</b>	92.20	7.80
<b>Low-Poverty Schools</b>	52.09	47.91

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

Textbooks and Instructional Materials	
Year and month in which data were collected: June 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>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                      Elements of Literature (Prentice Hall) 2000</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Math Algebra 1 2008                      Algebra and Trigonometry Structure and Method 2000                      Calculus Graphical, Numerical, Algebraic (AP Edition)                      The Practice of Statistics for AP 4th Ed. 2012                      Barron's AP Statistics 4th Ed                      Business Statistics using Excel 2011                      Calculus (Pearson) 20003                      Java 4th Ed. (McGraw Hill)                      Geometry (McDougal Littell) 2000                      Precalculus 5th Ed. (Brooks/Cole) 2010                      Business Statistics (Oxford) 2011                      Trigonometry 8th Ed. (Pearson) 2005</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Biology, 8th Ed. 2010                      Chemistry, 8th Ed. 2011                      Barron's AP Computer Science (5th ed)                      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                      Psychology, 8th Ed.                      Life in the Universe (Pearson)                      Biology (Prentice Hall) 2004                      World of Chemistry (Brooks/Cole) 2012                      Biology Concepts &amp; Applications 8th Ed. (Brooks/Cole) 2011                      Chemistry the Central Science (Prentice Hall) 2006                      Physics Giancoli 6th Edition (Pearson)                      Human Anatomy and Physiology, 7th Ed. (Pearson)                      Campbell Biology (Benjamin Cummings) 2012                      Chemistry, 8th Ed. 2011                      Conceptual Physics, 10th Ed. (Pearson)                      Human Physiology, 5th Ed. (Pearson) 2010                      Psychology, Principles in Practice (Holt McDougal) 2010                      Earth Science (Globe Fearon)                      Intergrated Science (It's About Time)                      Life Science (Globe Fearon)                      Physical Science (Globe Fearon)</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: June 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Foundation of Economics 2010 The Western Heritage, 10th Ed. 2010 American Government: Roots & Reform, 10th Ed. 2010 The Cultural Landscape, 10th Ed. 2010 American Pageant, 13th Ed. Traditions & Encounters, 4th Ed. (McGraw Hill) World History in Documents (NYU) Contemporary Economics (Thomson) Economics (Addison Wesley) World Geography (Glencoe) Magruder's American Government (Pearson) 2009 American Odyssey (McGraw Hill) Hist 2 Volume 2 Student Ed (Wadsworth) 2011 The Americans (McDougal Littell) United States History Modern America (Pearson) 2011 Modern World History (McDougal Littell)
<b>Foreign Language</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	Barron's AP Spanish 7th Ed 2011 Reflexiones (Pearson) 2012 Bien Dit (Holt) Allez Viens! Level 2 (Holt) Allez Viens! Level 3 (Holt) 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)
<b>Health</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	
<b>Visual and Performing Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Exploring Visual Designs (Davis) 2012
<b>Science Laboratory Equipment</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0	

**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: June 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	Replaced flooring in Health Classroom December 2013
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: June 2014**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		Installed two water filtration systems in 2013. One in the cafeteria and one in Physical Education area. Replaced plumbing in Boy's PE restroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		In Progress - New Fire Alarm system in progress
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		Replaced roof on Buildings A and B
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[ ]	[X]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	74	80	77	51	52	52	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	78	78	80	44	48	47	54	56	55
Math	54	57	57	43	44	45	49	50	50
HSS	81	76	77	37	39	40	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	7	6	7

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.8	26.6	37.0

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	52
All Student at the School	77
Male	81
Female	73
Black or African American	72
American Indian or Alaska Native	
Asian	85
Filipino	82
Hispanic or Latino	71
Native Hawaiian/Pacific Islander	
White	79
Two or More Races	88
Socioeconomically Disadvantaged	71
English Learners	39
Students with Disabilities	36
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School		1	8
Black or African American		-13	34
American Indian or Alaska Native			
Asian		-6	-1
Filipino		0	-7
Hispanic or Latino		8	13
Native Hawaiian/Pacific Islander			
White		0	5
Two or More Races			
Socioeconomically Disadvantaged		6	13
English Learners		-8	22
Students with Disabilities		6	52

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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 the three standing committees (Curriculum and Instruction, Student Services, and Operations). These committees along with the Parent Advisory and English Learner Advisory Committees are responsible for developing and assessing proposals that are ultimately approved by the Governing Board. The English Learner Advisory Council, the Global Business and Finance and STEM Advisory Committees, and a specially established Algebra Parent Group provide input and support for students and academic program development. Other parent organizations support athletic teams, band, choir, and cheer. Translators are available at selected meetings for Spanish- and Korean-speaking parents. 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 School Climate State Priority (Priority 6):

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

### School Safety Plan

GHCHS has a clean, 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, 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 successful unannounced lockdown drills during non-instruction time. Members attend various trainings, including an LAPD training, Los Angeles School Police Training and Nassleo Trainings.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.1	2.9	2.7
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.7	1.7	1.3
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.



## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

2014-15 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		654
Percent of Schools Currently in Program Improvement		82.6

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	10.
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	1.0
Nurse	2.0
Speech/Language/Hearing Specialist	0.9
Resource Specialist	6.0
Other	5.0
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.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,823	\$1,861	\$6,951	\$66,920
District	♦	♦	---	\$68,953
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			0.0	-2.9
Percent Difference: School Site/ State			48.2	-5.4

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.			1			5						
Gr. 5			1			6						
Other	0			1		0			0			
English	21.8	23	20	76	66	125	71	61	46	31	33	40
Math	30.6	31	31	12	18	18	35	19	30	66	75	80
Science	31.9	30	30	11	22	20	22	37	28	83	73	76
SS	30	27	27	20	50	51	25	28	13	64	76	87

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (ES)	\$104,385	\$108,011
Average Principal Salary (MS)	\$114,264	\$113,058
Average Principal Salary (HS)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
Percent of District Budget		
Teacher Salaries	35	38
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded at Granada Hills Charter High School

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, textbooks, instructional 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.

### Professional Development provided for Teachers at Granada Hills Charter High School

GHCHS provides schoolwide and targeted professional development to both certificated and classified personnel. Before the start of the academic year, teachers have three full professional learning days to establish goals and lay the groundwork for targeted professional development throughout the year. In addition, teachers and instructional aides meet every Tuesday morning for an hour before school for department, interdisciplinary, and academic program meetings. 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.

**2013-14 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52	24	24	44	36	20
All Students at the School	20	22	57	13	40	47
Male	24	22	54	13	35	52
Female	17	23	61	13	44	43
Black or African American	30	27	43	20	52	27
American Indian or Alaska Native						
Asian	10	20	70	4	23	73
Filipino	12	17	71	7	44	50
Hispanic or Latino	29	25	46	19	45	36
Native Hawaiian/Pacific Islander						
White	14	23	63	10	39	51
Two or More Races	23	19	58	8	36	56
Socioeconomically Disadvantaged	28	24	48	18	41	41
English Learners	78	11	11	58	22	19
Students with Disabilities	76	11	13	57	34	9
Students Receiving Migrant Education Services						

\* 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.

**CAHSEE Results for All Students - Three-Year Comparison  
Percent of Students Scoring at Proficient or Advanced**

Granada Hills Charter High School	2011-12	2012-13	2013-14
English-Language Arts	77	82	80
Mathematics	80	86	87
Granada Hills Charter High School	2011-12	2012-13	2013-14
English-Language Arts	45	49	47
Mathematics	50	54	56
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students	93.52	82.94	84.56
Black or African American	91.49	77.34	75.90
American Indian or Alaska Native	50.00	76.44	77.82
Asian	96.97	90.07	92.94
Filipino	96.51	90.82	92.20
Hispanic or Latino	91.29	83.23	80.83
Native Hawaiian/Pacific Islander	100.00	83.92	84.06
White	94.19	87.28	90.15
Two or More Races	80.00	93.48	89.03
Socioeconomically Disadvantaged	96.86	94.90	82.58
English Learners	68.57	46.79	53.68
Students with Disabilities	72.94	47.15	60.31

**Dropout Rate and Graduation Rate**

Granada Hills Charter High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.5	4.4	3.0
Graduation Rate	95.75	92.09	94.43
Granada Hills Charter High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	22.6	20.3	17.2
Graduation Rate	64.75	66.63	68.07
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

**2013-14 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	♦
English	11	♦
Fine and Performing Arts	1	♦
Foreign Language	4	♦
Mathematics	20	♦
Science	11	♦
Social Science	34	♦
All courses	84	0.4

\* Where there are student course enrollments.

**Courses for University of California (UC)  
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	83.77
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	73.19

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	525
% of pupils completing a CTE program and earning a high school diploma	17
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50

**Career Technical Education Programs**

All students at GHCHS experience a strong academic curriculum, which prepares them for both college and workforce training. Students take advantage of resources and internet access in our College and Career Center to research information related to careers and colleges. Our full-time Career/Work Experience Advisor introduces the Kuder Career Inventory to all freshmen, and they create an electronic career portfolio that they update each year as interests and skills develop and change. Upon graduation, students have a career portfolio with resumes, accomplishments, and career inventories with lifetime access. Juniors and seniors can join our work-study program for on-the-job training and workplace skill development. GHCHS offers several Career Technical Education (CTE) courses and programs on campus in automotive, culinary arts, construction and business. Employers attend the annual Career Day and students learn about jobs, careers, and community service opportunities. The Global Business and Finance Program, Science, Technology, Engineering, and Math Program, New Media/Humanitas academic programs offer opportunities for students to investigate careers in a variety of fields. All programs include A-G graduation requirements and new CTE electives that are A-G approved are continuously explored and expanded. An example is the Money and Banking course, a foundational course for the Global Business and Finance Program.

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 career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 525 students in career technical education courses.

GHCHS offers four established Career Technical Education strands with the shared support of the LAUSD ROP office, GHCHS, and a Perkins Grant. Courses are offered in automotive, construction, culinary arts, and business/reprographics. Supported through a California Partnership Academy Grant, an additional CTE Program was added in 2011-2012. The new 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, Global Economics and Entrepreneurship/Multimedia Business Communication and Design taught by a collaborative group of teachers. Students participating in the Science, Technology, Engineering and Math Program (STEM) are provided opportunities to engage in CTE activities annually with guest speakers from industry, STEM career focused assemblies, field trips and university tours as well as participation in the California State University School Engineering ACCESS Program. Students receive college credit for the introductory engineering course. 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.