

Granada Hills Charter High School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



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District Governing Board

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Jody Dunlap
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District Administration

Brian S. Bauer
Superintendent

Executive Director's Message:

Granada Hills Charter High School (GHCHS) is in its thirteenth year as an independent charter school and is one of the leading comprehensive public high schools in the state. In 2014-2015 our educational program continued to help all of our students become college and career ready. 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, 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 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 the Smarter Balanced Assessments and other internal and external assessment 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, and 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. 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 the implementation of the Common Core curriculum.

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 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 3,000 students. As an independent charter school, GHCHS has the flexibility to offer innovative courses and support for students. Academic programs such as Career Technical Education, Global History of Ideas, Global Business and Finance, Humanitas, STEM, and International Baccalaureate provide students the opportunity to pursue their interests within the A-G graduation requirements. GHCHS has an extensive course offering that appeals to a variety of student interests, including over 25 Advanced Placement courses, a full International Baccalaureate diploma program, and over 50 elective courses. The school continues to expand course offerings, including the Mandarin language program, and the computer science program which currently reaches over 40 percent of the freshman class through the Exploring Computer Science course.

Our educational program achieved many accolades in 2014-2015. Granada Hills Charter High School was:

- voted “Best Charter School” by readers in the 2015 Daily News Reader’s Choice Awards,
- ranked #1 “Best Public High School in California” and #10 “Best Public High School in the US” by Niche.com in 2014
- recognized as a California Business for Education Excellence 2014 Honor Roll Star School and STEM School 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 to be an International Baccalaureate World School with fifty-two Granada Hills Charter High School students completing an International Baccalaureate Diploma in June 2015,
- recognized in Newsweek’s “America’s Best High Schools” for 2015, the Washington Post’s “America’s Most Challenging High Schools” for 2015, and US News and World Report’s “2015 Best High Schools.”

For the fourth time in last five years, the GHCHS Academic Decathlon team won National Academic Decathlon Championship in the spring of 2015. The school earned 53,592 points out of 66,000 in the scholastic contest, beating out 46 other high school teams for the title. In the 30+ 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. The school has several other award winning academic teams, including the Speech and Debate and Robotics teams, both of which have won numerous local and regional championships. For the past several years, the Robotics 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. GHCHS varsity sports teams participated in the CIF City Section playoffs and captured city and league titles. Girls’ golf earned the city title, while boys’ volleyball, girls’ and boys’ tennis, boys and girls’ swim teams, and boys and girls’ track teams were all league champions. Girls’ basketball was second in City and League Champions. Athletes on girls’ and boys’ tennis, swimming, and track teams earned individual city championships. Our JV girls’ softball team remained undefeated. We offer over 60 student clubs and groups.

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 GHHCS 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 schoolwide 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 schoolwide 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 collaborative teams continue to integrate common core state standards into their lesson plans and develop and refine assessments that meet the standards. Structured responses allow students to practice within a new format and ultimately prepare them for timely intervention and additional tutoring support as needed. The implementation of common core standards has been ongoing since 2010. In 2014-2015, all constituents further expanded on the person-centered, growth-focused theme and continued to integrate differentiated strategies to ensure academic achievement for all students.

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 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 at 818.360.2361 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1,119
Grade 10	1,121
Grade 11	1,090
Grade 12	1,080
Total Enrollment	4,410

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.3
Asian	17.2
Filipino	9.8
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.3
White	27.1
Two or More Races	2
Socioeconomically Disadvantaged	51.1
English Learners	3.1
Students with Disabilities	6.7
Foster Youth	0.7

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	13-14	14-15	15-16
With Full Credential	158	160	164
Without Full Credential	3	2	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Granada Hills Charter High	13-14	14-15	15-16
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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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
This School	99.0	1.0
Districtwide		
All Schools	87.7	12.4
High-Poverty Schools	93.2	6.8
Low-Poverty Schools	45.0	55.0

* 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 2015-16)

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Math Algebra 1 2008 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)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>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 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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	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. 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 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
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

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 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				New wireless network installed and active.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Completed installation of water filtration systems on all water fountains.
Safety: Fire Safety, Hazardous Materials	X				New Fire Alarm system installed and active.
Structural: Structural Damage, Roofs	X				Replaced roof on F building
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Track repairs and ball field upgrades in progress.
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], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.50	24.70	38.90

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	75	33	44
Math	58	25	33

* 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 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	79	76	78	50	50	46	59	60	56

* Results are for 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Student at the School	78
Male	79
Female	78
Black or African American	71
American Indian or Alaska Native	--
Asian	83
Filipino	88
Hispanic or Latino	73
Native Hawaiian or Pacific	--
White	80
Two or More Races	75
Socioeconomically Disadvantaged	30
English Learners	35
Students with Disabilities	77
Foster Youth	--

* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	1072	1051	98.0	8	16	35	40
Male	11		526	49.1	11	19	33	37
Female	11		525	49.0	5	14	36	44
Black or African American	11		45	4.2	16	22	36	27
Asian	11		197	18.4	7	9	25	59
Filipino	11		110	10.3	2	16	39	42
Hispanic or Latino	11		414	38.6	11	21	36	32
Native Hawaiian or Pacific Islander	11		3	0.3	--	--	--	--
White	11		263	24.5	6	15	37	42
Two or More Races	11		18	1.7	11	0	44	44
Socioeconomically Disadvantaged	11		560	52.2	10	19	34	35
Students with Disabilities	11		72	6.7	39	32	22	7
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	1072	1051	98.0	16	25	30	28
Male	11		527	49.2	18	24	27	30
Female	11		524	48.9	15	26	33	25
Black or African American	11		46	4.3	28	37	15	17
Asian	11		197	18.4	9	16	23	52
Filipino	11		109	10.2	9	28	34	28
Hispanic or Latino	11		413	38.5	21	29	31	18
Native Hawaiian or Pacific Islander	11		3	0.3	--	--	--	--
White	11		263	24.5	16	24	34	25
Two or More Races	11		19	1.8	16	11	37	37
Socioeconomically Disadvantaged	11		559	52.1	19	28	28	24
Students with Disabilities	11		72	6.7	54	29	11	4

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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, School Site Council, 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	2012-13	2013-14	2014-15
Suspensions Rate	2.85	2.66	0.81
Expulsions Rate	0.02	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.72	1.30	0.91
Expulsions Rate	0.02	0.02	0.01
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	No	Yes	Yes

2015-16 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 3	Year 3
Number of Schools Currently in Program Improvement	652	
Percent of Schools Currently in Program Improvement	71.3	

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	23	20	20	66	125	139	61	46	49	33	40	37
Math	31	31	29	18	18	23	19	30	45	75	80	64
Science	30	30	29	22	20	26	37	28	36	73	76	69
SS	27	27	29	50	51	42	28	13	28	76	87	75

* 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.

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	1.0
Social Worker	1.0
Nurse	2.0
Speech/Language/Hearing Specialist	0.9
Resource Specialist	7.0
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.

Professional Development provided for Teachers

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,788	\$43,165
Mid-Range Teacher Salary	\$63,553	\$68,574
Highest Teacher Salary	\$78,906	\$89,146
Average Principal Salary (ES)	\$105,723	\$111,129
Average Principal Salary (MS)	\$115,222	\$116,569
Average Principal Salary (HS)	\$116,595	\$127,448
Superintendent Salary	\$350,000	\$234,382
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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,297	\$1,947	\$7,350	\$71,604
District	◆	◆	---	\$68,881
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			0.0	4.0
Percent Difference: School Site/ State			37.4	-1.9

* 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.

2014-15 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 at the School	19	20	61	15	45	40
Male	21	24	55	15	45	41
Female	17	17	67	15	45	40
Black or African American	32	16	53	27	57	16
Asian	9	18	73	4	37	60
Filipino	11	20	69	9	36	55
Hispanic or Latino	22	22	56	21	50	30

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
White	21	22	57	14	43	43
Two or More Races	32	5	63	17	56	28
Socioeconomically Disadvantaged	24	19	57	17	47	35
English Learners	70	22	8	61	26	13
Students with Disabilities	78	12	9	75	20	5

* 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	2012-13	2013-14	2014-15
English-Language Arts	82	80	81
Mathematics	86	87	85
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Granada Hills Charter High School	2011-12	2012-13	2013-14
Dropout Rate	4.40	3.00	1.40
Graduation Rate	92.09	94.43	95.37
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	545
% of pupils completing a CTE program and earning a high school diploma	93
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	94.66	87.67	84.6
Black or African American	100	86.26	76
American Indian or Alaska Native	100	86.96	78.07
Asian	98.94	93.8	92.62
Filipino	94.74	91.79	96.49
Hispanic or Latino	91.87	88.24	81.28
Native Hawaiian/Pacific Islander		92.14	83.58
White	94.16	90.55	89.93
Two or More Races	100	92.42	82.8
Socioeconomically Disadvantaged	72.97	73.92	61.28
English Learners	42.5	32.13	50.76
Students with Disabilities	94.97	88.85	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.82
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	73.88

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	♦
English	10	♦
Fine and Performing Arts	1	♦
Foreign Language	6	♦
Mathematics	23	♦
Science	27	♦
Social Science	35	♦
All courses	105	.4

* Where there are student course enrollments.

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. All students have access and utilize the Naviance program to create an electronic career portfolio as well as access college information based on their individual profile. Upon graduation, students have a career portfolio with resumes, accomplishments, and career inventories with lifetime access. 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 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.

GHCHS offers four established Career Technical Education strands with the shared support of a Perkins Grant. Courses are offered in automotive, construction, 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, Entrepreneurship taught by a collaborative group of teachers. Students have access to a variety of summer work shadow and internship explorations from a variety of local businesses. 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, UTI, 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.

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, the county, and the state. 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.