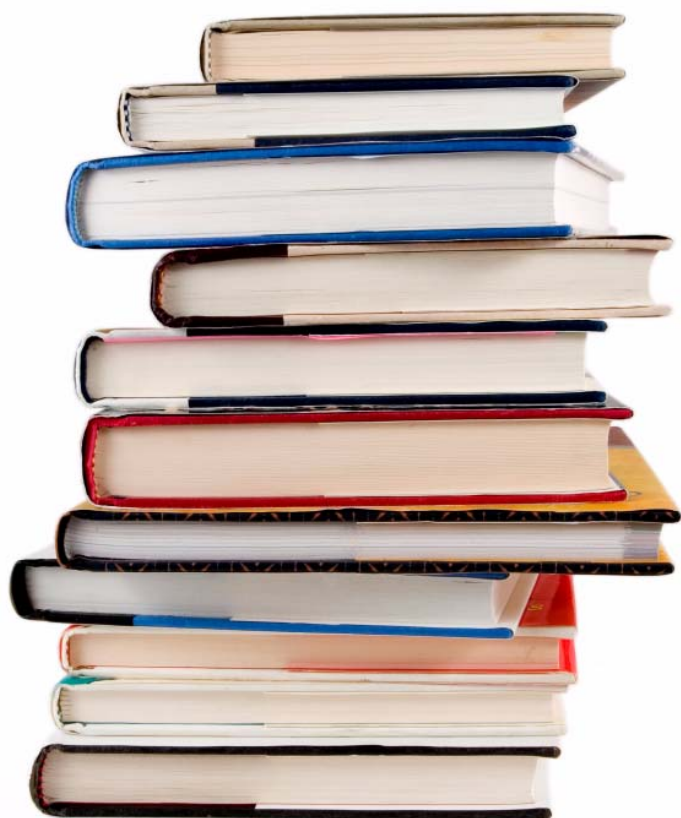




# Granada Hills Charter High School

School Accountability Report Card, 2010–2011

Granada Hills Charter High School



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



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# Granada Hills Charter High School

## School Accountability Report Card, 2010–2011 Granada Hills Charter High School

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2010–2011 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

[http://www.schoolwisepress.com/sarc/links\\_2011\\_en.html](http://www.schoolwisepress.com/sarc/links_2011_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

### How to Contact Our School

10535 Zelzah Ave.  
Granada Hills, CA 91344  
Executive Director: Brian Bauer  
Phone: (818) 360-2361

### How to Contact Our District

10535 Zelzah Ave  
Granada Hills, N/A 91344  
Phone: (818) 360-2361  
<http://www.ghchs.com>



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# Granada Hills Charter High School

School Accountability Report Card, 2010–2011  
Granada Hills Charter High School



## » Executive Director's Message

Granada Hills Charter High School (GHCHS) is in its eighth year as an independent charter school and has established itself as one of the leading comprehensive public high schools in Los Angeles and in the state. The combined efforts of dedicated and innovative students, staff, parents, and community supporters have produced a school culture with elevated academic, social, and professional expectations.

Our educational program achieved many successes in 2010–2011. We were recognized as a California Distinguished School—one of just six public high schools in Los Angeles and the only public high school in the San Fernando Valley to earn the award.

We made significant progress toward the goals in the 2006 Western Association of Schools and Colleges (WASC) Action Plan to align our Expected Schoolwide Learning Results with measurable student performance outcomes, raise proficiency levels in English and math, and assist at-risk students with meeting graduation requirements and proficiency levels.

Our 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 876.

Our Governing Board continues to address our established goals, including:

- having all students reach high academic and conduct standards;
- renewing and maintaining our current charter;
- maintaining a positive school environment that acknowledges and supports professional growth and responsibility, student success and well-being, and parental/community engagement;
- maintaining fiscal health and a safe and educationally sound facility.

We addressed these goals in several ways:

- receipt of a five-year renewal from Los Angeles Unified, our charter authorizer;
- maintenance of a fiscally sound budget while devoting considerable resources to instruction and saving for the future;
- approval of a Virtual Program for students who need a flexible schedule and an alternative instructional setting;
- application to become an International Baccalaureate (IB) World School (the first in the San Fernando Valley).

### Grade range and calendar

**9–12**

TRADITIONAL

### Academic Performance Index

**876**

County Average: 716

State Average: 744

### Student enrollment

**4,135**

County Average: 1,345

State Average: 1,142

### Teachers

**159**

### Students per teacher

**26**

In addition, we provided resources to improve our ninth grade Skills for Success curriculum and created a Science, Technology, Engineering, and Math (STEM) program from our existing (MST) program.

Brian Bauer, EXECUTIVE DIRECTOR

## Major Achievements

- GHCHS is a school of choice with a current wait list of more than 2000 students and continues to be the largest charter school in the United States. Our API has been over 800 for the fourth consecutive year, and all student subgroups met their API targets. We are the only comprehensive high school in Los Angeles with an API of 825 or better. Our API has increased 132 points since the inception of the API and 98 points since conversion to a charter school in 2003.
- Our flexibility as a charter school has allowed us to offer more courses and supports for students. This year students are taking biology or physics as the first-year science, and all ninth graders take Skills for Success, Geography, or Digital Imaging as an academic elective. We added Mandarin and Arabic to our extensive language offerings.
- GHCHS was listed in Newsweek's 2010 national list of Top 1200 High Schools and in the Washington Post's High School Challenge National Schools for 2011. US News and World Report's 2010 America's Best High Schools gave us Silver recognition.
- Our Academic Decathlon team captured its first ever National Academic Decathlon Championship in the spring of 2011. GHCHS is the first charter school in the 30-year history of the national competition to claim the national title.
- Granada Hills Charter takes great pride in the many athletic teams and clubs we offer. All varsity sports teams participated in the CIF City Section playoffs. We captured city championships in band, tall flag/dance, percussion, girls' tennis, and girls' and boys' volleyball. JV girls' softball remains undefeated city champions. Our girls' and boys' volleyball and girls' and boys' tennis teams were league champions. Girls' basketball was second in City and League Championships. Individual city championships were earned in girls' tennis, swimming, and track. Four of our wrestlers qualified for state tournaments and five students from our Speech and Debate Team qualified for state.
- Our Robotics Team won Tournament Champion Awards as well as Programming Skills and Robot Skills Champions in all three Regional VEX Competitions entered in 2010. In the Southern California 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 the Imagery Award in 2011.
- Our Web site (<http://www.ghchs.com>) has been significantly expanded.
- We made history in the financial arena by independently securing a \$5 million Qualified School Construction Bond (QSCB) based on a Standard & Poor's AAA credit rating.
- GHCHS, having undergone a two-year long application and screening process as a candidate school for the International Baccalaureate (IB) Diploma Programme, received final authorization as an IB World School on December 22, 2011. This internationally recognized 11-12th grade program will begin fall 2012.

**Focus for Improvement**

- As part of the schoolwide WASC accreditation process, the school reaffirmed our Expected Schoolwide Learning Results (ESLRS). Every student who graduates from GHHCS will be:
  - An effective communicator, able to read, write, speak, and listen
  - An information manager, able to locate, access, organize, evaluate, and supply information for a complex and technological world
  - A problem solver, able to apply a variety of thinking, creative, and computing skills to produce solutions to practical and theoretical problems
  - A productive member of society, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a linguistically and culturally diverse community
  - A lifelong learner, 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: Re-examine ESLRs and align them with measurable student performance outcomes.
  - Goal 2: Raise proficiency levels on the California Standards Tests in English language arts, Algebra 1, and geometry
  - Goal 3: Ensure that at-risk students, including English Learners and special needs students, meet graduation requirements and state and federal proficiency levels
  - Goal 4: Continue to foster a school culture and climate that provide a safe learning environment and lead to students becoming productive members of society
  - Teacher collaborative teams continue to develop and refine lesson-based assessments in each department to assess student mastery of skills. This allows teachers to provide timely intervention and additional tutoring support as needed.
  - In 2011–2012, we plan to further expand on our person-centered, growth-focused theme and continue to integrate strategies to ensure academic achievement for all students.

## MEASURES OF PROGRESS

### Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Granada Hills Charter's API is 876 (out of 1000), a five point increase from last year. About 98 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

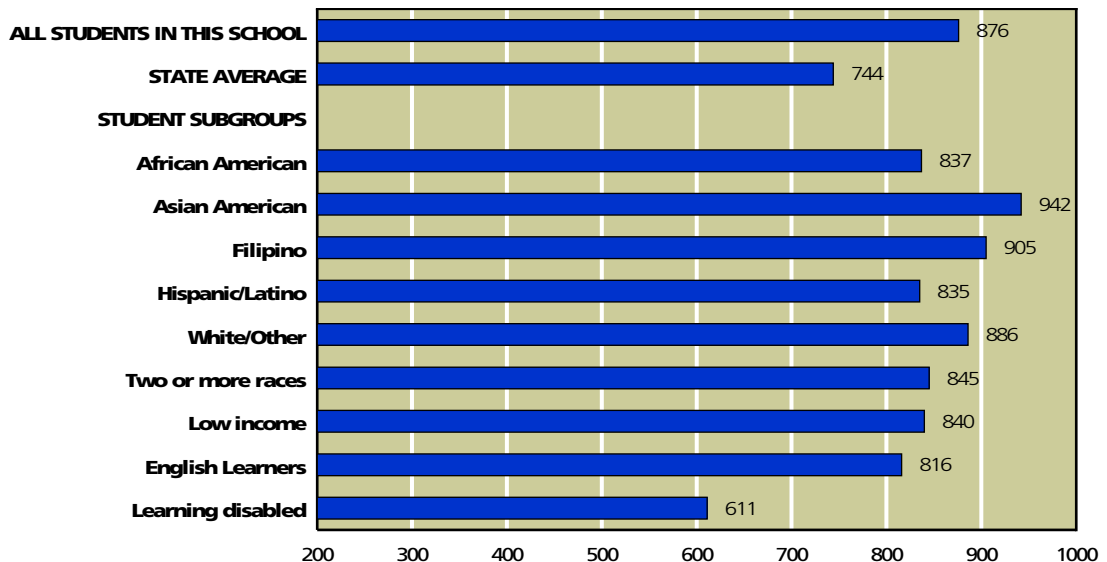
**API RANKINGS:** Based on our 2009–2010 test results, we started the 2010–2011 school year with a base API of 871. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all high schools in California, our school ranked 10 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2010–2011 school year. The data for our Special Education students does not reflect the strategic support and intervention provided. Just for reference, 32 percent of high schools statewide met their growth targets.

### API, Spring 2011



SOURCE: API based on spring 2011 test cycle. State average represents high schools only.

NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	876
Growth attained from prior year	+5
Met subgroup* growth targets	No

SOURCE: API based on spring 2011 test cycle. Growth scores alone are displayed and are current as of November 2011.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.  
R/P - Results pending due to challenge by school.  
N/A - Results not available.

## Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 22 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE) and the California Alternate Performance Assessment (CAPA): 66.7 percent on the English/language arts test and 66.1 percent on the math test. All significant ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 710 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE or CAPA. Fourth, the graduation rate for the class of 2010 must be higher than 90 percent (or satisfy alternate improvement criteria).

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Met graduation rate	Yes
Program Improvement school in 2011	No

SOURCE: AYP is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students' test results in the 2010–2011 school year or earlier.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

## Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 66.7% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 66.1% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
Low income	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
Asian American	●	●	●	●
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of November 2011, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2010–2011 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.



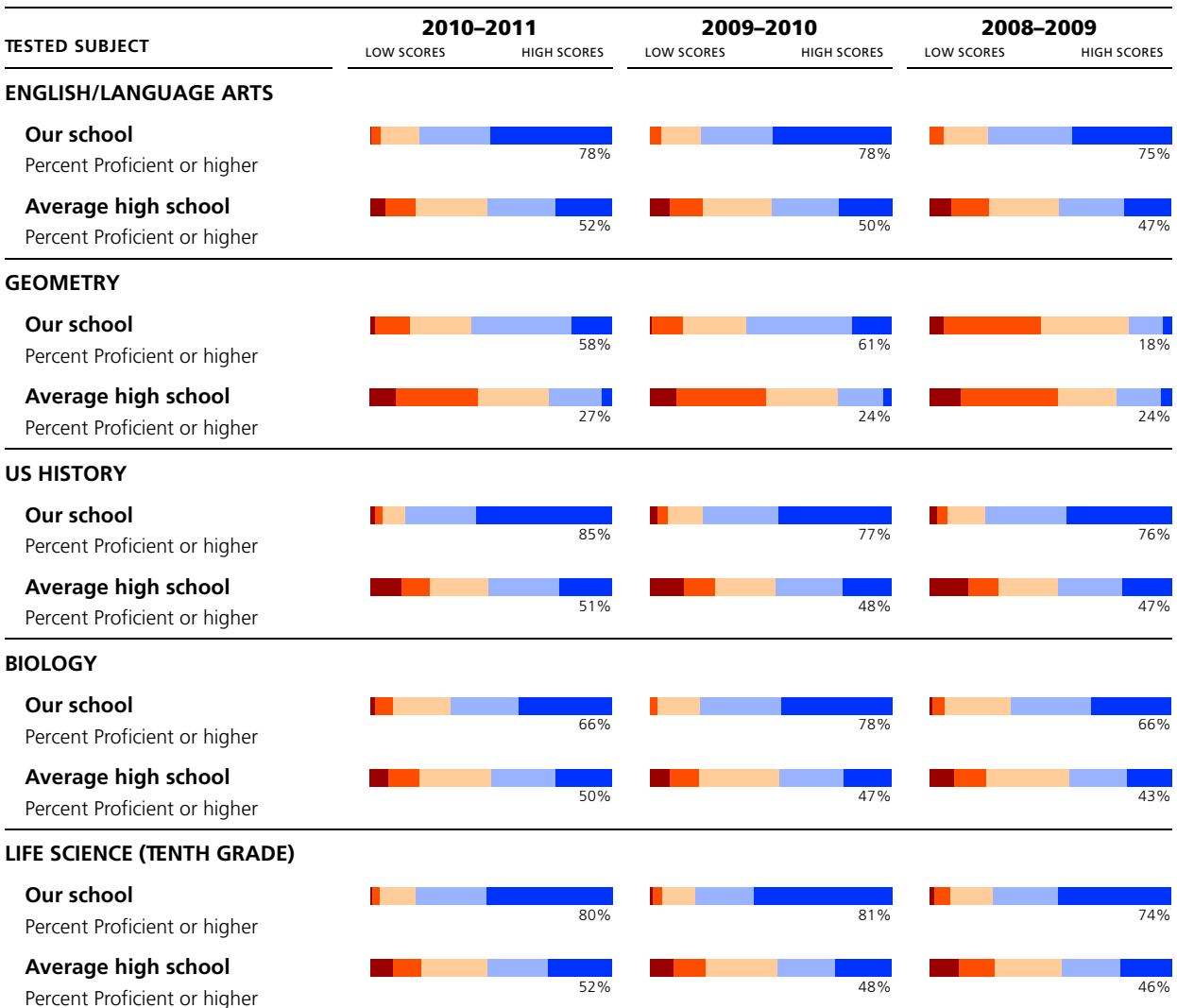
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**



SOURCE: The scores for the CST are from the spring 2011 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California's standards to be among the most clear and rigorous in the country. Just 56 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 62 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS' SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

**WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT?** California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we've selected biology and the tenth grade life science test. For math, we've selected two courses: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry. In social studies, we've selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

## English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			78%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 26 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			47%	95%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			52%	95%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			76%	1,550	<b>GENDER:</b> About five percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			81%	1,515	
<b>English proficient</b>			81%	2,954	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			18%	111	
<b>Low income</b>			72%	1,200	<b>INCOME:</b> About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			83%	1,858	
<b>Learning disabled</b>			22%	161	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			81%	2,904	
<b>African American</b>			73%	147	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			89%	557	
<b>Filipino</b>			82%	239	
<b>Hispanic/Latino</b>			70%	1,121	
<b>White/Other</b>			82%	961	
<b>Two or more races</b>	DATA STATISTICALLY UNRELIABLE		N/S	23	

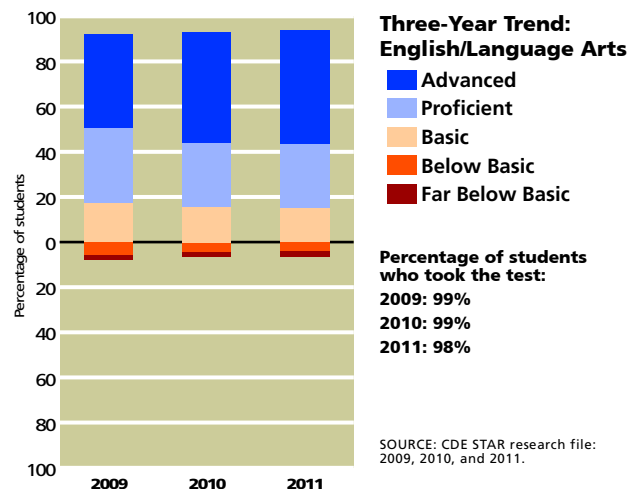
SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



## Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			48%	18%	<b>SCHOOLWIDE AVERAGE:</b> About 27 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			19%	28%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			21%	29%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			47%	308	<b>GENDER:</b> About three percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			50%	249	
<b>English proficient</b>			51%	516	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			7%	41	
<b>Low income</b>			42%	266	<b>INCOME:</b> About 13 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			55%	287	
<b>Learning disabled</b>			15%	63	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			52%	494	
<b>African American</b>			37%	43	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			71%	41	
<b>Filipino</b>	DATA STATISTICALLY UNRELIABLE		N/S	28	
<b>Hispanic/Latino</b>			45%	276	
<b>White/Other</b>			48%	156	
<b>Two or more races</b>	DATA STATISTICALLY UNRELIABLE		N/S	11	

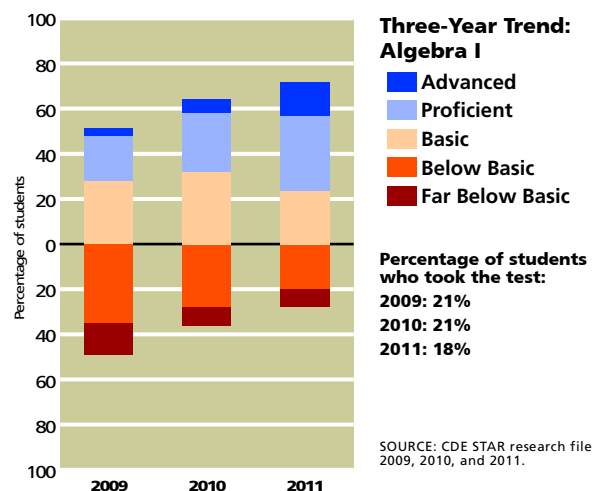
SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 18 percent of our students took the algebra CST, compared with 29 percent of all high school students statewide. To read more about California's [math standards](#), visit the CDE's Web site.



## Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			58%	19%	<b>SCHOOLWIDE AVERAGE:</b> About 31 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			23%	25%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			27%	26%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

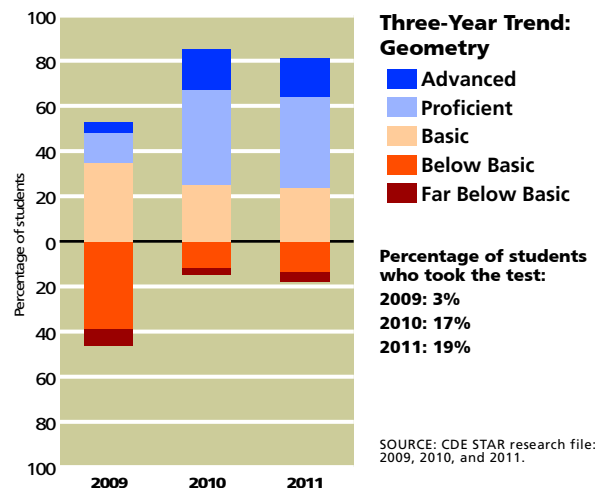
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			64%	282	<b>GENDER:</b> About 12 percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			52%	322	
<b>English proficient</b>			59%	581	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
<b>English Learners</b>	DATA STATISTICALLY UNRELIABLE		N/S	23	
<b>Low income</b>			53%	228	<b>INCOME:</b> About seven percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			60%	374	
<b>Learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	20	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
<b>Not learning disabled</b>			59%	584	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	27	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			74%	105	
<b>Filipino</b>			64%	50	
<b>Hispanic/Latino</b>			52%	213	
<b>White/Other</b>			58%	201	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands.

About 19 percent of our students took the geometry CST, compared with 26 percent of all high school students statewide. Unlike at most schools, at GHCHS geometry is taken after algebra II. To read more about the [math standards for all grades](#), visit the CDE's Web site.



## US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			85%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 34 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			48%	96%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			51%	96%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

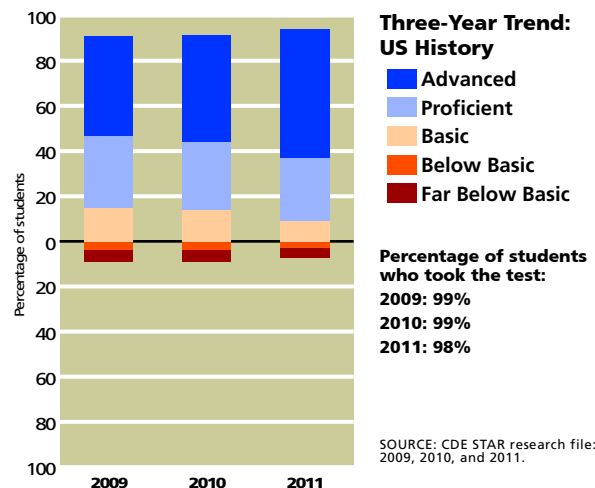
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			84%	481	<b>GENDER:</b> About two percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			86%	488	
<b>English proficient</b>			86%	939	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			50%	30	
<b>Low income</b>			82%	357	<b>INCOME:</b> About five percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			87%	611	
<b>Learning disabled</b>			28%	46	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			88%	923	
<b>African American</b>			84%	44	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			92%	180	
<b>Filipino</b>			92%	72	
<b>Hispanic/Latino</b>			78%	341	
<b>White/Other</b>			87%	323	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade **US history standards**, visit the CDE's Web site.



## Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			66%	45%	<b>SCHOOLWIDE AVERAGE:</b> About 16 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			44%	38%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			50%	37%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			67%	738	<b>GENDER:</b> About the same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			66%	677	
<b>English proficient</b>			68%	1,352	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			21%	63	
<b>Low income</b>			57%	596	<b>INCOME:</b> About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			73%	816	
<b>Learning disabled</b>			21%	98	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			69%	1,317	
<b>African American</b>			53%	79	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			85%	220	
<b>Filipino</b>			81%	113	
<b>Hispanic/Latino</b>			55%	580	
<b>White/Other</b>			70%	398	
<b>Two or more races</b>	DATA STATISTICALLY UNRELIABLE		N/S	16	

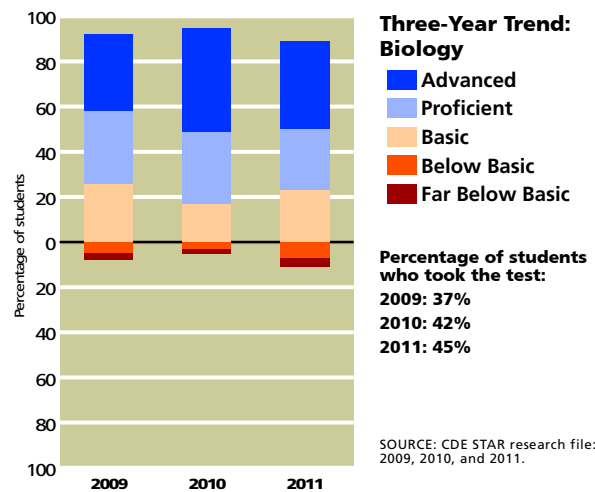
SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands.

About 45 percent of our students took the biology CST, compared with 37 percent of all high school students statewide. In 2011, GHCHS moved biology from tenth grade to ninth grade. To read more about the [California standards for science](#) visit the CDE's Web site.



### Life Science (Tenth Grade)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			80%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 28 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			46%	94%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			52%	94%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

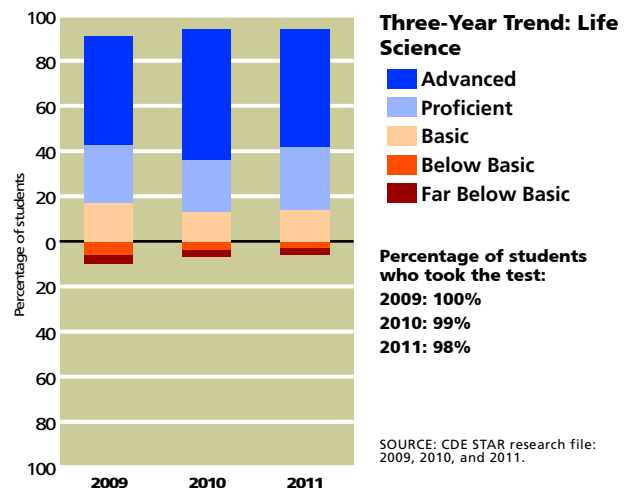
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			80%	552	<b>GENDER:</b> The same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			80%	520	
<b>English proficient</b>			81%	1,045	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
<b>English Learners</b>	DATA STATISTICALLY UNRELIABLE		N/S	27	
<b>Low income</b>			75%	424	<b>INCOME:</b> About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			83%	647	
<b>Learning disabled</b>			40%	65	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			83%	1,007	
<b>African American</b>			63%	54	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			93%	193	
<b>Filipino</b>			83%	86	
<b>Hispanic/Latino</b>			72%	400	
<b>White/Other</b>			85%	329	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students' scores on the mandatory life science test have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [science standards](#) on the CDE's Web site. Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.





**Other Measures of Student Achievement**

Teachers evaluate students using standards-based assignments and lesson-based and end-of-lesson assessments. Schoolwide assessments include the senior project, a ninth grade standards-based essay, grade-level research projects, oral and computer-based presentations, group projects, and written tests. English Learners are evaluated with the California English Language Development Test (CELDT). Student report cards are sent to parents/guardians every five weeks; teachers post one or more grades per week via the Web-based ParentConnect program. Parents are encouraged to contact teachers and counselors by phone and email to monitor student progress.

Each department uses the DataDirector ZOOM data system to evaluate standardized and locally developed assessment that measures student progress toward meeting the standards. GHCHS fosters a climate of high expectations that helps all students meet the A–G requirements for admission to the University of California and California State University systems. The English department uses its own writing assessments to make baseline measurements of language arts skills. All ninth and eleventh graders take a local writing assessment during state testing. The special education department conducts Individualized Education Program (IEP) meetings to measure students' progress. Ninth and tenth graders take the California Physical Fitness Test.

## PREPARATION FOR COLLEGE AND THE WORKFORCE

GHCHS has a college-bound culture well established. Ninth graders take a lab science (biology or physics) and either a geography course, a Skills for Success course (which supports algebra and study skills), or a Digital Imaging class. All students take all of the A–G courses required for admission to the University of California/California State University and the Granada Hills Charter High School diploma. All ninth, tenth and eleventh graders take the PSAT, and we offer PSAT, SAT, and ACT preparation classes for sophomores and juniors.

The GHCHS College Office is staffed with two full-time college counselors who conduct evening college roadmap meetings for students and parents beginning in the ninth grade. Every year we host the largest college fair in the northern San Fernando Valley, with over 60 colleges and universities represented. Beginning in the fall of the senior year, the college counselors offer workshops, coffee talks, financial aid meetings, and weekly college visits for parents and students. All seniors can complete their applications online at school with the help of the college counselors. The ten guidance counselors help students develop four-year plans to prepare for college and assist at-risk students with their four-year career and college plan. Students may also take college courses offered on campus or at local colleges. A career counselor helps them evaluate career opportunities and internships.

### SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>SAT participation rate</b>	Percentage of seniors who took the test	56%	41%	37%
<b>SAT critical reading</b>	Average score of juniors and seniors who took the SAT critical reading test	530	478	498
<b>SAT math</b>	Average score of juniors and seniors who took the SAT math test	563	496	517
<b>SAT writing</b>	Average score of juniors and seniors who took the SAT writing test	534	480	497

SOURCE: SAT test data provided by the College Board for the 2009–2010 school year. County and state averages represent high schools only.

In the 2009–2010 academic year, 56 percent of Granada Hills Charter students took the SAT, compared with 37 percent of high school students in California.

Granada Hills Charter students' average score was 530 on the critical reading portion of the SAT, compared with 498 for students throughout the state. Granada Hills Charter students' average score was 563 on the math portion of the SAT, compared with 517 for students throughout the state. Granada Hills Charter students' average score was 534 on the writing portion of the SAT, compared with 497 for students throughout the state.

### College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>2010 graduates meeting UC or CSU course requirements</b>	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	67%	45%	39%

SOURCE: Enrollment in UC/CSU qualifying courses comes from CALPADS, October 2010. County and state averages represent high schools only.

In the 2009–2010 school year, 67 percent of Granada Hills Charter's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with 39 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the [California State University](#) system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU's official Web site. The [University of California](#) has the same set of courses required.

## Advanced Placement Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including [Advanced Placement](#) (AP) courses. These courses are intended to be the most rigorous and challenging courses available. Most colleges regard AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Enrollment in AP courses</b>	Percentage of AP course enrollments out of total course enrollments	8%	5%	5%

SOURCE: This information provided by the California Department of Education.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school's commitment to prepare its students for college, but students' participation in those courses and their test results are, in part, a measure of student initiative.

Students who take AP courses and pass the AP exams with scores of 3 or higher may qualify for college credit. Our high school offers 67 different courses that you'll see listed in the table.

More information about the [Advanced Placement program](#) is available from the College Board.

AP COURSE SECTIONS OFFERED	NUMBER OF COURSES
<b>Fine and Performing Arts</b>	3
<b>Computer Science</b>	1
<b>English</b>	8
<b>Foreign Language</b>	4
<b>Mathematics</b>	16
<b>Science</b>	8
<b>Social Science</b>	27
<b>Total</b>	67

SOURCE: This information provided by the school district.

## AP Exam Results, 2009–2010

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Completion of AP courses</b>	Percentage of juniors and seniors who completed AP courses and took the final exams	45%	30%	28%
<b>Number of AP exams taken</b>	Average number of AP exams each of these students took in 2009–2010	1.6	1.8	1.8
<b>AP test results</b>	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	75%	53%	58%

SOURCE: AP exam data provided by the College Board for the 2009–2010 school year.

At Granada Hills Charter, 45 percent of juniors and seniors took AP exams. In California, 28 percent of juniors and seniors in the average high school took AP exams. On average, those students took 1.6 AP exams, compared with 1.8 for students in the average high school in California.

## California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

The combined pass rates for our students on the CAHSEE in the 2010–2011 school year were 92 percent in English/language arts and 94 percent in mathematics. Our student pass rates consistently exceed the LAUSD, Los Angeles County, and California averages.

Answers to [frequently asked questions](#) about the exit exam can be found on the CDE Web site. Additional information about the [exit exam results](#) is also available there.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>English/language arts</b>			
<b>2010–2011</b>	76%	N/A	59%
<b>2009–2010</b>	82%	N/A	54%
<b>2008–2009</b>	77%	N/A	52%
<b>Math</b>			
<b>2010–2011</b>	80%	N/A	56%
<b>2009–2010</b>	81%	N/A	54%
<b>2008–2009</b>	78%	N/A	53%

SOURCE: California Department of Education, SARC research file.

The table that follows shows how specific groups of tenth grade students scored on the exit exam in the 2010–2011 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample [questions and study guides](#) for the exit exam are available for students on the CDE Web site.

### CAHSEE Results by Subgroup

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
<b>Tenth graders</b>	24%	24%	52%	20%	43%	37%
<b>African American</b>	31%	29%	40%	43%	35%	22%
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	11%	22%	68%	7%	36%	58%
<b>Filipino</b>	15%	28%	57%	16%	44%	40%
<b>Hispanic or Latino</b>	34%	27%	39%	29%	45%	25%
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>White (not Hispanic)</b>	20%	22%	58%	13%	46%	41%
<b>Two or more races</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	27%	24%	49%	18%	40%	42%
<b>Female</b>	20%	24%	55%	21%	46%	33%
<b>Socioeconomically disadvantaged</b>	32%	28%	40%	26%	43%	31%
<b>English Learners</b>	88%	8%	5%	62%	21%	18%
<b>Students with disabilities</b>	68%	15%	18%	66%	25%	8%
<b>Students receiving migrant education services</b>	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

## High School Completion

This table shows the percentage of seniors in the graduating class of 2011 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE twice in their junior year and up to five times in their senior year. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about [CAHSEE results](#), and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2011)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	87%	N/A
African American	71%	N/A
American Indian or Alaska Native	100%	N/A
Asian	90%	N/A
Filipino	N/A	N/A
Hispanic or Latino	81%	N/A
Pacific Islander	100%	N/A
White (not Hispanic)	92%	N/A
Two or more races	N/A	N/A
Socioeconomically disadvantaged	91%	N/A
English Learners	93%	N/A
Students with disabilities	67%	N/A

SOURCE: This data comes from the school district office.

## Dropouts and Graduates

Dropout prevention at Granada Hills Charter begins in the eighth grade with transition events and programs especially designed to introduce students to high school. In the spring of eighth grade, we host several Articulation Night Open House events for students and their parents to introduce them to the programs offered at GHCHS. They meet with a counselor to create a four-year academic and career plan and select courses. Incoming ninth graders attend the summer transition academy with intensive mathematics and English language arts preparation.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Dropout rate (one year)</b>			
2009–2010	1%	4%	3%
2008–2009	1%	5%	4%
2007–2008	1%	5%	3%
<b>Graduation rate (four year)</b>			
2009–2010	96%	80%	86%
2008–2009	96%	78%	84%
2007–2008	96%	80%	86%

SOURCE: Dropout data comes from CALPADS, October 2010. County and state averages represent high schools only.

We provide ongoing evaluation of progress towards graduation and completion of the four year/career plan. Counselors meet with every student at least twice a year and are available for support by appointment or drop-in meetings before school, after school, during nutrition, lunch, and on Wednesday evenings. Due to the extensive efforts of our dedicated staff, at-risk students are systematically identified using our data system, eSchool Plus, and monitored through support programs. Teachers and other staff may also make referrals.

Once a student is identified as at-risk, the counseling team provides support by means of student contracts, counseling support groups, discipline and behavior plans, attendance intervention, 504 plans, and individual counseling. Students who fall behind in credits can retake failed courses in the GHCHS summer programs, through our virtual program, at community colleges, and at the adult school. At the end of four years, students who fail to meet graduation requirements meet with the Dropout Prevention Coordinator and prepare a post-high school graduation plan.

Communication with our families is ongoing and extensive, and we use the Home Access Center to inform parents of student progress. Parents can monitor attendance, grades, progress towards the academic/career plans, discipline incidents, and course selection. Additional communication systems include the GHCHS Web site,

virtual email updates, and parent newsletters. Teachers and support staff regularly communicate with parents through email, phone, and parent meetings, especially when a student needs additional support. All of our programs are designed to assist students through social, emotional, and academic challenges and prevent students from dropping out.

**DROPOUT RATE:** Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2009–2010 school year or a student who hasn't re-enrolled in school for the 2010–2011 year by October 2010.

Identifying dropouts has been difficult because students often do not let a school know why they are leaving or where they are going. Districts have begun to use Statewide Student Identifiers (SSID), which will increase their ability to find students who stop coming to school.

This tracking system needs to be in place for the students' full four years in high school to be completely accurate. As a result, the accuracy of this data will be much more reliable beginning with the graduating class of 2012.

**GRADUATION RATE:** The **graduation rate** is an estimate of our school's success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress (AYP). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

## Workforce Preparation

All students at GHCHS experience a common 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 Advisor introduces the Kuder Career Inventory to all freshmen, and they create an electronic career portfolio that they update each year as interests change and skills change. Upon graduation, students have a career portfolio with resumes, accomplishments, and career inventories that they have access to throughout their life. Juniors and seniors can join our work-study program for on-the-job training and to learn workplace skills.

GHCHS offers several Career Technical Education (CTE) courses on campus. Employers attend our annual Career Day and students learn about jobs, careers, and community service opportunities. Our Science, Technology, Engineering, and Math Program, New Media/Humanitas Academy and Global History of Ideas academic programs offer opportunities for students to investigate careers in these fields.

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 821 students in career technical education courses.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	783
Percentage of students completing a CTE program and earning a high school diploma	100%
Percentage of CTE courses coordinated with colleges	100%

SOURCE: Information provided by the school district.

GHCHS offers four Career Technical Education strands with the support of the LAUSD ROP office. Courses are offered in automotive, construction, culinary arts, and business/reprographics. Articulation agreements have been established with local adult schools and occupational centers to enhance the curriculum and provide opportunities for students to advance their skills. Many students in the CTE programs receive opportunities to intern with local businesses. An Academic Programs Coordinator manages these programs on our campus. An impressive 96 percent of students in CTE courses complete a CTE program and graduate with a diploma. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about **career technical education** policy is available on the CDE Web site.

## STUDENTS

### Students' English Language Skills

At Granada Hills Charter, 96 percent of students were considered to be proficient in English, compared with 91 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	96%	93%	91%
English Learners	4%	7%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent high schools only.

### Languages Spoken at Home by English Learners, 2010–2011

Please note that this table describes the home languages of just the 148 students classified as English Learners. At Granada Hills Charter, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	38%	83%	81%
Vietnamese	1%	1%	2%
Cantonese	0%	2%	2%
Hmong	0%	0%	2%
Filipino/Tagalog	5%	2%	2%
Korean	15%	2%	1%
Khmer/Cambodian	0%	1%	1%
All other	41%	9%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent high schools only.

### Ethnicity

Most students at Granada Hills Charter identify themselves as Hispanic/Latino or White. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	5%	10%	7%
Asian American/ Pacific Islander	26%	11%	12%
Hispanic/Latino	36%	61%	48%
White	32%	16%	29%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2010. County and state averages represent high schools only.

### Family Income and Education

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$40,793 a year (based on a family of four) in the 2010–2011 school year. At Granada Hills Charter, 41 percent of the students qualified for this program, compared with 50 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	41%	62%	50%
Parents with some college	84%	47%	57%
Parents with college degree	59%	26%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2010–2011 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 84 percent of the students at Granada Hills Charter have attended college and 59 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 65 percent of our students provided this information.



## CLIMATE FOR LEARNING

### Average Class Sizes

The table at the right shows average class sizes for core courses. The average class size of all courses at Granada Hills Charter varies from a low of 25 students to a high of 33. Our average class size schoolwide is 29 students. The average class size for high schools in the state is 22 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	25	21	25
History	32	21	27
Math	28	21	25
Science	33	25	28

SOURCE: California Department of Education, SARC Research File. State and county averages represent high schools only.

### Safety

Granada Hills Charter 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. We hold fire and earthquake evacuation drills for all students and staff. GHCHS follows the latest recommendations on lockdown protocols and have built a water tank that continually is refreshed to provide water for the school and community in a major earthquake. Since the school is located on over 40 acres, golf carts with first aid kits are available for the health office and security staff.

GHCHS has created a clean, safe campus staffed by a plant manager, facilities coordinator, seven-days per week plant crew, and full-time gardener.

Campus safety personnel include a full-time school police officer, three discipline deans, one attendance dean, a campus security coordinator, a dozen full-time campus aides, and a 24-hour security guard. The result is 24/7 campus security. 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.

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 school lighting were added to the campus-monitoring network during the 2010–2011 year.

### Homework

Students must complete homework in all core courses and in all college-preparatory elective courses. While most assignments are given during the week and are due before the weekend, students are expected to complete projects such as book reports, research assignments, and science projects over a longer period of time.

Teachers post homework on Web sites such as <http://schoolfusion.net> through the GHCHS Web site (<http://www.ghchs.com>). We notify parents about homework and tests through TeleParent, a phone reporting system. All teachers publish a course syllabus containing academic expectations. They have consistent expectations for students, which include a grading scale, periodic assessments, and benchmark assignments, among others.

Parents/guardians are expected to contact teachers via the school Web site, email, or by phone. Counselors are also a homework support resource.

### Schedule

The school year includes 180 days of instruction between mid August and the first week of June. Classes begin at 8:10 a.m., and end at 3:19 p.m. Students can take Period 0 classes beginning at 6:55 a.m. and/or Period 7 classes at 3:30 p.m. Class periods are 57 minutes. Office hours are from 7 a.m. to 4:30 p.m. The Counseling Office has late hours on Wednesdays until 7 p.m. The Library Media Center is open from 7 a.m. until 6 p.m. Monday through Thursday and until 4:30 p.m. on Friday. Extracurricular activities and athletics are offered from August through May.

Each year, there are approximately ten minimum days on which students are dismissed at 12:35 p.m.; minimum days are scheduled during the weeks of final exams, the day after Back-to-School and Open House Nights, and

during standardized testing. Certificated staff meets every Tuesday morning for one hour for professional development, and students start late, at 9:10 a.m.

### **Parent 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 on 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), which are responsible for developing proposals that are approved by the Governing Board.

The English Language Advisory Council is for parents of English Learners, and other 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.

Interested parents and community members can contact the PTSA through the GHCHS Web site or contact the school directly at (818) 360-2361 for information about volunteering.

## LEADERSHIP, TEACHERS, AND STAFF

### Leadership

Brian Bauer became principal at GHCHS in 2000 and was named Executive Director in 2003 with the charter conversion to GHCHS. Prior to his administrative assignment at GHCHS, Mr. Bauer served as an administrator at Locke and Franklin high schools in the LAUSD and as a teacher of English, Spanish, and English as a Second Language for seven years at Bell and Manual Arts High Schools (also in LAUSD).

The administrative team includes a full-time chief business officer and six full-time directors who oversee day-to-day school programs. The administrative team together has over 90 years' experience in high school administration.

Teachers, administrators, students, and all parents take part in decision making. The Governing Board, which includes parents as well as teachers, administrators, and other staff, approves school initiatives. The leadership team of department chairs, instructional advisors, out-of-classroom personnel, and administrators, drives curricular issues. Parents and parent organizations also play a key role in shaping students' educational experience. Parents, teachers, students, staff, and administrators are involved in all committees.

Leadership goals for 2010–2011 include building collaboration into regular work days, building and sustaining morale, supporting academic programs, expanding intervention for struggling students, and utilizing data to drive instructional practices.

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
<b>Out-of-field teaching: courses</b>	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	0%	N/A	N/A
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	99.8%	N/A	N/A
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0.2%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

**"HIGHLY QUALIFIED" TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "[highly qualified](#)." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course he/she is teaching, that course is counted as an [out-of-field](#) section. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About one percent of our teachers were working without full credentials.

### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

		CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
DISTRICT FACTOR	DESCRIPTION	
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	N/A
<b>Schools with more than 40% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	N/A
<b>Schools with less than 25% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	N/A

SOURCE: Data is from the California Department of Education, SARC research file.

## Staff Development

GHCHS provides schoolwide and targeted professional development to both certificated and classified personnel. Before school starts, 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 student work, and to identify students who need intervention and additional support. The flexibility of horizontal and vertical teaming helps teachers understand how students perform in similar groups from year to year.

Throughout the year, teachers attend professional conferences and workshops on charter initiatives, literacy across content areas, instructional methods, and classroom management. Department chairs and instructional advisors are instrumental in determining needs of individual departments, and the Curriculum and Instruction Committee coordinates supplemental professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2010–2011	29.0
2009–2010	29.0
2008–2009	7.0

SOURCE: This information is supplied by the school district.

## Evaluating and Improving Teachers

According to No Child Left Behind Act, 99 percent of our teachers are “highly qualified.” Teachers set departmental goals as well as their own professional development goals each year. We base teacher evaluations on these goals, on the California Standards for the Teaching Profession, and on observation of teaching techniques. Teachers who need to improve their skills work with a mentor teacher take part in formal peer observations, and attend additional training courses. A mentoring process is also available for veteran teachers needing additional support. New teachers participate in a support and mentoring program and Induction program through our partnership with the William S. Hart Union School District.

## Substitute Teachers

GHCHS has a list of preferred credentialed substitute teachers, including a group of highly qualified retired GHCHS teachers. GHCHS uses a California-based substitute placement service, Teachers on Reserve, to provide qualified substitutes when those on the preferred list are not available. GHCHS teachers may also substitute for other teachers during their conference period. Teachers prepare emergency lesson plans in anticipation of absences, and are expected to provide attendance information, seating charts, copies of IEPs, and lesson plans for substitutes.

## Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

**ACADEMIC GUIDANCE COUNSELORS:** Our school has 10 full-time equivalent academic counselors, which is equivalent to one counselor for every 413 students. Just for reference, California districts employed about one academic counselor for every 414 high school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Academic counselors	10.0
Behavioral/career counselors	4.5
Librarians and media staff	1.0
Psychologists	1.5
Social workers	1.0
Nurses	3.0
Speech/language/hearing specialists	1.0
Resource specialists	6.0

SOURCE: Data provided by the school district.

## **Specialized Programs and Staff**

A limited number of spaces are available in our school through Open Enrollment and Schools for Advanced Studies permits for students not residing in the school's LAUSD-prescribed attendance area. All new students must attend the Summer Transition Academy, a GHCHS graduation requirement. GHCHS also offers several academic programs for students who prefer a prescribed course of study in the arts, humanities, or sciences in a smaller learning environment. These programs offer students project-based learning, curricular trips, critical reading and writing, and common planning with a core group team of teachers.

In the spring of 2011, GHCHS was granted a California Department of Education California Partnership Academy Grant for a new Global Business and Finance Program for tenth through twelfth graders CTE-integrated program. We have articulation agreements with Los Angeles Pierce College and Universal Technical Institute (UTI) for the automotive technology program and Los Angeles Trade Tech and LAUSD We Build program for the construction program.

## **Gifted and Talented Education (GATE)**

GHCHS has an Advanced Studies (SAS) program as well as honors and advanced placement (AP) classes that are available to GATE students. SAS students are expected to perform at high levels, and may earn a SAS diploma based on successful completion of a wide range of honors, AP, and other college-level courses. The school is recognized annually as one of the top schools in the nation based on the number and variety of AP courses it offers. Parents and students are informed about our AP program during Advanced Placement Night. Students can take additional coursework to graduate in less than four years.

Students can also take community college classes offered on our school campus or online through the Virtual Academy. GATE students are encouraged to take courses at the nearby California State University Northridge campus. GHCHS applied to become an International Baccalaureate school in spring 2010 and awaits final authorization as a World School in December 2011.

## **Special Education Program**

Granada Hills Charter High School provides special education students a free appropriate education in the least restrictive environment based on each student's individual needs. Students with disabilities are educated with children who are not disabled to the fullest extent possible. Our services include general education, out of class support in a learning lab, and pull-out services as needed. We offer Special Day Class Programs (SDP) with participation in general education classes and programs as determined by the Individualized Education Program (IEP), with accommodations and modifications determined by the IEP team.

Our staff includes co-teachers (for English, science, social science, and mathematics), a full-time psychologist and a part-time psychologist, a psychiatric social worker and two interns, three school nurses, a career transition coordinator, one deaf/hard-of-hearing program specialist, four sign language interpreters, a special education coordinator, itinerant specialists, seven SDP teachers, and 28 special education classroom assistants.

Resource Specialist Program (RSP) students take classes with general education students and may meet daily with an RSP teacher. Our six RSP teachers provide tutoring and support based on each student's IEP. SDP students meet with a specific teacher or a team of teachers for core classes but take PE and electives with the general student population. The special education coordinator creates and monitors IEPs with input from RSP teachers and general education staff.

## **English Learner Program**

Two teaching assistants, an English as a Second Language (ESL) coordinator/counselor, one full-time teacher, and one half-time teacher support our English Learners. Instruction is focused on English language arts core curriculum as well as the English Language Development standards that focus on reading, writing, and presentation skills. English Learners take a two-period ESL class with other students learning English and spend the rest of the school day in regular classes with Specially Designed Academic Instruction in English instructors.

Our teachers have Bilingual Cross-cultural Language and Development (BCLAD) or comparable certification to teach English Learners. Parents of English Learners are welcome to attend monthly meetings of our English Learners Advisory Council. All staff members who work with English Learners are "highly qualified" teacher according to No Child Left Behind and have CLAD or BCLAD certification.

## RESOURCES

### Buildings

Granada Hills Charter High School was constructed in 1960. Since the charter's inception in 2003, GHCHS has invested over \$15 million dollars in the facility. In 2009, the Facilities Construction Team developed a five- to ten-year campus deferred maintenance and improvement plan, which includes a green cleaning program and a more efficient cleaning system called team cleaning. We added recycling bins throughout the campus as part of the Zero Waste Plan.

Past projects include expansion and upgrade of the campus wireless Internet network to fiber and replacement of the main computer servers; construction of an all-weather playing field and track, state-of-the-art dance studio and band music room, five additional classrooms, modernization of science and construction laboratories, auto shop, and the library. We improved our school facility by adding landscaping, reroofing, installing new concrete and planters in the quad, cafeteria, and student store areas, new street banners, and reseeding of the baseball and softball fields.

GHCHS worked with LAUSD to complete LAUSD-bond funded projects such as the air-conditioning of the small and large gym, renovation of Rawley Hall, a small performance theater, and the installation of a new fire alarm system.

In 2010–2011, we replaced the L building central air-conditioning with units for each of the 20 rooms under budget, enabling teachers to control the room temperature. We completed the Rawley Hall renovation and installed new carpet and 140 cushioned seats; installed new gym bleachers; restored the large gym; remodeled ADA-accessible rest rooms in the gym lobby; reconfigured office spaces; installed new carpet and tile; painted throughout the school; and modernized the cafeteria. Work continues on the roof and arcades as part of the deferred maintenance plan established in 2009.

### Library

The GHCHS library media center includes 68 Internet-connected computers so that students can do research online. GHCHS updates books and periodicals regularly. The library is open four days per week from 7 a.m. to 6 p.m. and on Friday until 4:30 p.m. A full-time library assistant and full-time library media specialist work in the library media center and teach research and Internet safety skills to students. Teachers sign up their classes to use the library for research, presentations, or computer access. The center offers online databases, real-time and virtual tutoring, and support for teacher class projects and student research projects, and runs the Virtual Learning Commons, an online blog.

## Computers

Teachers use computers for attendance, grades, and email, and many teachers use LCD projectors. All teachers are issued a laptop computer for record keeping and instructional use. All teachers use school Outlook email for school mail and parent contact. Sixty percent of teachers at GHCHS now use a classroom SMART Board.

Students can use school computers to access Web-based email and student accounts. Library computers are available before or after school and during lunch and nutrition periods. Teachers can sign up their classes to use either of the library's two computer labs. All students learn computer skills through English, science, and art classes and library orientation, and must complete a PowerPoint presentation for their senior project.

Computers are also used for Internet research and calculations in social studies, science, and math classes. ESL, chemistry, biology, physics, robotics, digital media, animation, journalism, yearbook, world language, and CTE classes have either full or partial classroom computer labs of stationary computers or laptop carts. A music technology computer lab and a Laptop Academy lab provide support for students interested in newer technologies. Students in the Humanitas/New Media Academy have access to digital media for interdisciplinary projects. All school technology is upgraded on a four-year cycle, with laptops replaced every three years.

## Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

## Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find information about the content standards for each subject at each grade level on the Web site of the [California Department of Education \(CDE\)](#). California adopted new common core standards for English/language arts and math in August 2010. However, the full implementation of those standards is still a few years off. Please refer to the [CDE FAQs](#) for details about the new standards.



## SCHOOL EXPENDITURES

The majority of our budget comes from the state charter block grant, categorical block grant, and the state lottery, with additional funding from property taxes, special education, federal and state grants, and funding based on pupil enrollment. Major expenditures include salaries and benefits, improvements to buildings and equipment, tutoring, textbooks, instructional supplies, and technology. Title II federal funds contribute to staff training and technology. A Title III grant provides support for English Learners, and the PTSA, the Booster Club, and the community provide additional funding. The GHCHS development office opened in 2010–2011 to seek additional financial support from alumni, the community, foundations, and private businesses.

### Spending per Student (2009–2010)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 3,970 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$6,546	N/A	N/A	\$5,513	19%
Restricted funds (\$/student)	\$1,661	N/A	N/A	\$2,939	-43%
<b>TOTAL (\$/student)</b>	<b>\$8,207</b>	<b>N/A</b>	<b>N/A</b>	<b>\$8,452</b>	<b>-3%</b>

SOURCE: Information provided by the school district.

### Total Expenditures, by Category (2009–2010)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$13,096,519	\$1,788,939	\$14,885,458	46%
Other staff salaries	\$3,095,008	\$802,215	\$3,897,223	12%
Benefits	\$4,254,412	\$839,669	\$5,094,081	16%
Books and supplies	\$1,233,181	\$1,346,606	\$2,579,787	8%
Equipment replacement	\$28,930	\$33,629	\$62,559	0%
Services and direct support	\$4,279,313	\$1,781,874	\$6,061,187	19%
<b>TOTAL</b>	<b>\$25,987,364</b>	<b>\$6,592,932</b>	<b>\$32,580,296</b>	

SOURCE: Information provided by the school district.

\* Totals may not add up to exactly 100% because of rounding.

### Compensation per Staff with Teaching Credentials (2009–2010)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 156 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$74,704	N/A	N/A	\$71,246	5%
Retirement/pension benefits	\$6,099	N/A	N/A	\$5,818	5%
Health and medical benefits	\$11,374	N/A	N/A	\$9,711	17%
Other benefits	\$1,018	N/A	N/A	\$533	91%
<b>TOTAL</b>	<b>\$93,194</b>	<b>N/A</b>	<b>N/A</b>	<b>\$87,308</b>	<b>7%</b>

SOURCE: Information provided by the school district.

### Total Certificated Staff Compensation (2009–2010)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$11,653,851	80%
Retirement benefits	\$951,368	7%
Health and medical benefits	\$1,774,335	12%
Other benefits	\$158,748	1%
<b>TOTAL</b>	<b>\$14,538,302</b>	

SOURCE: Information provided by the school district.

\* Totals may not add up to exactly 100% because of rounding.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of November 2011. The CDE may release additional or revised data for the 2010–2011 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2010); Language Census (March 2011); California Standards Tests (spring 2011 test cycle); Academic Performance Index (November 2011 growth score release); Adequate Yearly Progress (November 2011).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



## STUDENTS AND TEACHERS

### Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	4,135
Black/African American	5%
American Indian or Alaska Native	0%
Asian	18%
Filipino	7%
Hispanic or Latino	36%
Pacific Islander	0%
White (not Hispanic)	32%
Two or more races	1%
Ethnicity not reported	0%
Socioeconomically disadvantaged	41%
English Learners	7%
Students with disabilities	6%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2010. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

### Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Grade 9	1,031
Grade 10	1,113
Grade 11	1,018
Grade 12	973

SOURCE: CALPADS, October 2010.

### Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2008–2009	2009–2010	2010–2011
English	23	23	25
History	33	30	32
Math	31	28	28
Science	34	31	33

SOURCE: CALPADS, October 2010. 2009–2010 data provided by the school district.

### Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2008–2009			2009–2010			2010–2011		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	74	76	34	68	93	25	52	74	33
History	6	25	72	10	51	56	15	15	74
Math	5	58	53	12	64	45	24	46	43
Science	4	16	91	6	42	69	10	18	86

SOURCE: CALPADS, October 2010. Data for 2009–2010 provided by the school district.

## Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
<b>Grade 5</b>	N/A	N/A	N/A
<b>Grade 7</b>	N/A	N/A	N/A
<b>Grade 9</b>	17%	25%	40%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2010–2011 school year.

## Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2010–2011 school year, we had 173 suspension incidents. We had three incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
<b>2010–2011</b>	4	N/A	N/A
<b>2009–2010</b>	6	N/A	15
<b>2008–2009</b>	0	N/A	15
<b>Expulsions per 100 students</b>			
<b>2010–2011</b>	0	N/A	N/A
<b>2009–2010</b>	0	N/A	1
<b>2008–2009</b>	0	N/A	1

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent high schools only.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

TEACHERS	SCHOOL			DISTRICT
	2008–2009	2009–2010	2010–2011	2010–2011
<b>With Full Credential</b>	151	155	160	N/A
<b>Without Full Credential</b>	5	1	2	N/A
<b>Teaching out of field</b>	23	N/A	0	N/A

SOURCE: Information provided by the school district.

## STUDENT PERFORMANCE

### California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

### STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level  
(meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/ language arts	74%	78%	78%	N/A	N/A	N/A	49%	52%	54%
History/social science	71%	76%	81%	N/A	N/A	N/A	41%	44%	48%
Mathematics	37%	49%	54%	N/A	N/A	N/A	46%	48%	50%
Science	73%	81%	80%	N/A	N/A	N/A	50%	54%	57%

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level  
(meeting or exceeding the state standards) for the most recent testing period.

STUDENT SUBGROUP	STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/LANGUAGE ARTS 2010–2011	HISTORY/ SOCIAL SCIENCE 2010–2011	MATHEMATICS 2010–2011	SCIENCE 2010–2011
African American	74%	73%	37%	63%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	89%	91%	77%	93%
Filipino	82%	86%	62%	83%
Hispanic or Latino	70%	73%	44%	72%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	82%	85%	54%	85%
Two or more races	73%	N/A	48%	N/A
Boys	76%	83%	56%	80%
Girls	81%	80%	52%	80%
Socioeconomically disadvantaged	72%	77%	49%	75%
English Learners	18%	38%	21%	37%
Students with disabilities	24%	34%	17%	40%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

## ACCOUNTABILITY

### California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2008–2009	2009–2010	2010–2011
Statewide rank	9	10	10
Similar-schools rank	4	6	10

SOURCE: The API Base Report from December 2011.

### API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2008–2009	2009–2010	2010–2011	2010–2011
All students at the school	+30	+31	+5	876
Black/African American	+41	N/A	+9	837
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	+28	+27	+18	942
Filipino	+25	N/A	+21	905
Hispanic or Latino	+24	+29	+9	835
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+38	+27	+0	885
Two or more races	N/A	+25	-60	845
Socioeconomically disadvantaged	-2	+55	+4	840
English Learners	+46	+52	+29	816
Students with disabilities	-3	+62	-14	611

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.



### API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	2,994	876	N/A	N/A	4,683,676	778
Black/African American	140	837	N/A	N/A	317,856	696
American Indian or Alaska Native	10	N/A	N/A	N/A	33,774	733
Asian	547	942	N/A	N/A	398,869	898
Filipino	235	905	N/A	N/A	123,245	859
Hispanic or Latino	1,087	835	N/A	N/A	2,406,749	729
Pacific Islander	6	N/A	N/A	N/A	26,953	764
White (non Hispanic)	947	886	N/A	N/A	1,258,831	845
Two or more races	21	845	N/A	N/A	76,766	836
Socioeconomically disadvantaged	1,184	840	N/A	N/A	2,731,843	726
English Learners	108	656	N/A	N/A	1,521,844	707
Students with disabilities	160	611	N/A	N/A	521,815	595

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
- (c) an API of at least 710 or growth of at least one point
- (d) the graduation rate for the graduating class must be higher than 90 percent (or satisfy alternate improvement criteria).

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	N/A
Graduation rate	N/A
Participation rate in English/language arts	N/A
Participation rate in mathematics	N/A
Percent Proficient in English/language arts	N/A
Percent Proficient in mathematics	N/A
Met Academic Performance Index (API)	N/A

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2011.

#### Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	N/A
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2011.

## DISTRICT EXPENDITURES

According to the CDE, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2010–11 data in most cases. Therefore, 2009–10 data are used for report cards prepared during 2011–12."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2009–2010</b>			
Total expenses	N/A	N/A	N/A
Expenses per student	N/A	N/A	\$8,452
<b>FISCAL YEAR 2008–2009</b>			
Total expenses	N/A	N/A	N/A
Expenses per student	N/A	N/A	\$8,736

SOURCE: Fiscal Services Division, California Department of Education.

### District Salaries, 2009–2010

This table reports the salaries of teachers and administrators in our district for the 2009–2010 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	N/A	N/A
Midrange teacher's salary	N/A	N/A
Highest-paid teacher's salary	N/A	N/A
Average principal's salary (high school)	N/A	N/A
Superintendent's salary	N/A	N/A
Percentage of budget for teachers' salaries	N/A	N/A
Percentage of budget for administrators' salaries	N/A	N/A

SOURCE: School Accountability Report Card unit of the California Department of Education.

## SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

### Dropout Rate and Graduation Rate

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
<b>Dropout rate (one-year)</b>			
2009–2010	1%	N/A	3%
2008–2009	1%	N/A	4%
2007–2008	1%	N/A	3%
<b>Graduation rate (four-year)</b>			
2009–2010	96%	N/A	86%
2008–2009	96%	N/A	84%
2007–2008	96%	N/A	86%

SOURCE: CALPADS, October 2010. District and state averages represent high schools only.

### Courses Required for Admission to the University of California or California State University Systems

Percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	82%	N/A	65%
Percentage of graduates from class of 2010 who completed all courses required for UC/CSU admission	67%	N/A	39%

SOURCE: CALPADS, October 2010, for the class of 2010. District and state averages represent high schools only.

### College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average critical reading, math, and writing scores of those students.

KEY FACTOR	2007–2008	2008–2009	2009–2010
Percentage of seniors taking the SAT	63%	62%	56%
Average critical reading score	522	533	530
Average math score	564	562	563
Average writing score	534	541	534

SOURCE: Original data from the College Board, for the class of 2010, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11.

## TEXTBOOKS

### Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Math Algebra 1	Algebra 1	2008	2008
Algebra and Trigonometry Structure and Method	Algebra 2	2000	2000
American Literature	American Literature 11	2009	2010
Biology, 8th Ed.	AP Biology	2008	2010
Chemistry, 8th Ed.	AP Chemistry	2011	2011
Foundation of Economics	AP Economics	2007	2010
The Lang of Composition Reading Writing Rhetoric	AP English	2008	
Literature Reading Fiction Poetry and Drama	AP English	2007	
Living in the Environment, AP Ed.	AP Environ. Science	2011	2011
The Western Heritage, 10th Ed.	AP Euro	2010	2010
American Government: Roots & Reform, 10th Ed.	AP Government	2009	2010
The Cultural Landscape, 10th Ed.	AP Human Geography	2011	2010
Psychology, 7th Ed.	AP Psychology	2004	
Psychology, 8th Ed.	AP Psychology	2008	
The Practice of Statistics for AP 4th Ed.	AP Statistics	2008	2011
American Pageant, 13th Ed.	AP US History	2006	
Traditions & Encounters, 4th Ed. (McGraw Hill)	AP World	2008	
Life in the Universe (Pearson)	Astronomy	2003	
Biology (Prentice Hall)	Biology	2004	2004
Literature The British Tradition (Prentice Hall)	British Literature	2002	
Calculus (Pearson)	Calculus AB	2003	2003
Calculus 3rd Ed. (Pearson)	Calculus BC	2007	2007
Chemistry in the Community, 5th Ed. (Freeman)	Chemistry	2006	
California Chemistry (Holt)	Chemistry	2007	2011
Java 4th Ed. (McGraw Hill)	Computer Science	2006	
Contemporary Economics (Thomson)	Economics	2005	
Literature 10th (McDougal Littell)	English 10	2009	2010
Literature 9th (McDougal Littell)	English 9	2009	2010
Forensic Science for High School 2nd Ed. (Kendall/Hunt)	Forensic Science	2009	2011

**Textbook Adoption List (continued)**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
World Geography (Glencoe)	Geography	2005	
Geometry (McDougal Littell)	Geometry	2000	2000
Magruder's American Government (Pearson)	Government	2009	2009
Biology Concepts & Applications 8th Ed. (Brooks/Cole)	H Biology	2011	2011
Chemistry the Central Science (Prentice Hall)	H Chemistry	2006	2006
Human Anatomy and Physiology, 7th Ed. (Pearson)	H Physiology	2007	
American Odyssey (McGraw Hill)	H US History	2004	
Hist 2 Volume 2 Student Ed (Wadsworth)	H US History	2010	2011
Marine Biology, 3rd Ed. (McGraw Hill)	Marine Biology	2000	
Precalculus 5th Ed. (Brooks/Cole)	Math Analysis	2010	2010
Conceptual Physics, 10th Ed. (Pearson)	Physics	2006	
Physics Giancoli 6th Edition (Pearson)	Physics	2005	
Human Physiology, 5th Ed. (Pearson)	Physiology	2010	2010
Psychology, Principles in Practice (Holt McDougal)	Psychology	2010	2010
Business Statistics (Oxford)	Statsistics	2010	2011
Trigonometry 8th Ed. (Pearson)	Trigonometry	2005	2005
The Americans (McDougal Littell)	US History	2007	
United States History Modern America (Pearson)	US History	2008	2011
Modern World History (McDougal Littell)	World History	2006	
Elements of Literature (Prentice Hall)	World Literature	2000	2000