



Granada Hills Charter High School

School Accountability Report Card, 2012–2013

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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SCHOOL WISE PRESS

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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 2012–2013 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://pub.schoolwisepress.com/sarc/links_2013_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

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

How to Contact Our District

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» Executive Director’s Message

Granada Hills Charter High School (GHCHS) is in its tenth year as an independent charter school and is one of the leading comprehensive public high schools in the state. A differentiated instructional program that prepares students for college and career readiness, along with a strong business and operations model, is the hallmark of Granada’s success.

In 2012–2013, our educational program continued to help all of our students become college and career ready. The California Distinguished School status of 2011 validated existing programs and opened additional opportunities for students.

Granada received a six year accreditation from the Western Association of Schools and Colleges (WASC) in 2011–12. The School’s Action Plan is aligned with Expected Schoolwide Learning Results and focuses on identified critical needs; meeting the learning needs of all students, including EL and students with disabilities; providing for college and 21st Century career readiness; and increasing parent engagement. Students continue to perform at high levels, as evidenced by results on California Standards Tests and the California High School Exit Exam (CAHSEE), as well as an Academic Performance Index (API) of 885.

In addition to a traditional instructional program, the expanded GHCHS Virtual Program serves students who need a flexible schedule in an alternative NCAA-approved blended instructional model. Students complete the A–G requirements with after school support and enrichment activities funded by school grants.

GHCHS continues to maintain a fiscally sound budget while devoting considerable resources to 21st century instruction and preparation for the implementation of the Common Core curriculum.

The Granada Hills Charter Governing Board continues to address established schoolwide goals.

These goals are continuously validated by high schoolwide academic achievement, receipt of a five-year renewal of our charter from Los Angeles Unified, our charter authorizer; maintenance of a financially sound budget; and expansion of academic program offerings.

Brian Bauer, EXECUTIVE DIRECTOR

Grade range and calendar

9–12

TRADITIONAL

Academic Performance Index

885

County Average: 725
State Average: 750

Student enrollment

4,224

County Average: 1,294
State Average: 1,114

Major Achievements

Granada Hills Charter High School, a school of choice, continues to be the largest charter school in the United States with a current wait list of more than 2,000 students. The school's API is over 800 for the fifth consecutive year, and all student subgroups met their API targets. GHCHS is the only comprehensive high school in Los Angeles with an API of 850 or better. Our API has increased 140 points since the inception of the API and 100 points since our conversion to a charter school in 2003.

Charter school status has allowed GHCHS to offer more courses and support for students. Programs such as Career Technical Education, Global History of Ideas, Global Business and Finance, Humanities, Science, Technology, Engineering and Math, and International Baccalaureate provide students the opportunity to pursue their interests within the A–G graduation requirements. Ninth grade students can opt for Biology or Physics, and Geography or Digital Imaging as an academic elective. Expansion of our world language offerings is evidenced by the increase in the Mandarin language program. The Qatar Foundation International also provides support for our Arabic language program.

Our educational program achieved many accolades in 2011–2012. Granada Hills Charter High School was:

- voted best charter school by readers in the 2012 Daily News Reader's Choice Awards,
- recognized as a California Business for Education Excellence 2013 Honor Roll winner as an "Outstanding Public School for High Levels of Academic Achievement and College Readiness for all Students,"
- the first and only school in the San Fernando Valley and the only public high school in the greater Los Angeles area to become an International Baccalaureate World School,
- recognized in Newsweek's "America's Best High Schools" 2013, the Washington Post's "High School Challenge National Schools" for 2013, and US News and World Report's "2013 America's Best High Schools."

The GHCHS Academic Decathlon team captured its third consecutive National Academic Decathlon Championship in the spring of 2013. In the 31-year history of the national competition, GHCHS is the first charter school to claim the national title and the only school to claim three consecutive wins.

Granada Hills Charter takes great pride in its many athletic teams and clubs. Most GHCHS varsity sports teams participated in the CIF City Section playoffs. The school teams captured many titles including city championships in band, tall flag/dance, percussion, girls' tennis, and girls' and boys' volleyball. JV girls' softball teams remain undefeated as city champions. The girls' and boys' volleyball and girls' and boys' tennis teams were league champions. Girls' basketball was second in City and League Championships. Girls' tennis, swimming and track teams earned individual city championships. Two contestants of the wrestling team qualified for state tournaments. Ten students from the Speech and Debate Team qualified for state and three students were National Qualifiers in the interpretive events. The Robotics Team won the highest level of Excellence Award and Tournament Champion Awards at several competitions, advancing them to the 2012 VEX World Championship. 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 2012. At year end, members of the team were invited to South Korea where students were introduced to competitive educational robotics, laying the foundation for future robotics programs.

Focus for Improvement

As part of the schoolwide WASC accreditation process, the school reaffirmed the Expected Schoolwide Learning Results (ESLRS). Every student who graduates from GHCHS will be:

- An effective communicator who is able to read, write, speak, and listen.
- An information manager who is able to locate, access, organize, evaluate, and supply information for a complex and technological world.
- A problem solver who is able to apply a variety of thinking, creative, and computing skills to produce solutions to practical and theoretical problems.
- A productive member of society who is able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a linguistically and culturally diverse community.

- A lifelong learner who is able to set educational and career goals, develop a realistic strategy to achieve those goals, and apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.

Our Schoolwide Action Plan has the following goals:

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

Content-specific teacher collaborative teams continue to integrate common core state standards into their lesson plans and develop and refine assessments that meet the new standards. Structured responses allow students to practice within a new format and ultimately prepare them for timely intervention and additional tutoring support as needed. The implementation of common core standards has been ongoing since 2010.

In 2012–2013, all constituents further expanded on the person-centered, growth-focused theme and continued to integrate differentiated 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.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	885
Growth attained from prior year	+8
Met subgroup* growth targets	Yes

Granada Hills Charter High School’s API was 885 (out of 1000). This is an increase of 8 points compared with last year’s API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

API RANKINGS: Based on our 2011–2012 test results, we started the 2012–2013 school year with a base API of 877. 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.

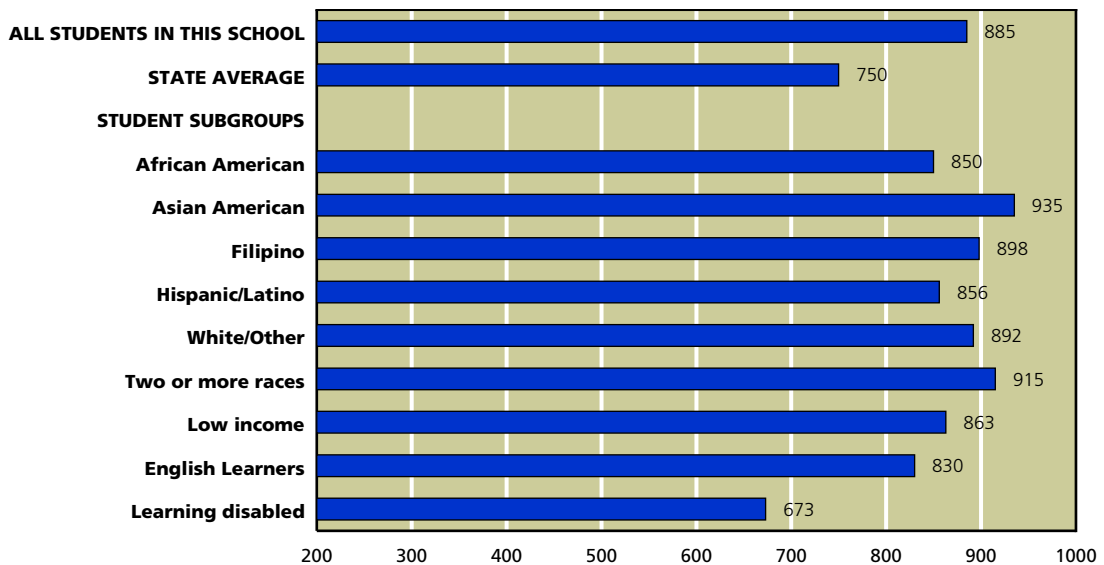
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

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 6 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 met our assigned growth targets during the 2012–2013 school year. Just for reference, 33 percent of high schools statewide met their growth targets.

API, Spring 2013



SOURCE: API based on spring 2013 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.

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 25 out of 26 criteria for yearly progress. Because we fell short in one area, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

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): 88.9 percent on the English/language arts test and 88.7 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 770 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 2012 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	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	Yes
Met graduation rate	Yes
Program Improvement school in 2013	Yes

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students’ test results in the 2012–2013 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. 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 88.9% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 88.7% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of September 2013, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 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.

* 85% of Asian American students attained proficiency or above on the CAHSEE or CAPA exams.

Program Improvement, a Federal Intervention Program

A BRIEF HISTORY OF OUR SCHOOL’S PLACEMENT IN PROGRAM IMPROVEMENT:



IMPROVEMENT: Granada Hills Charter High School was placed on the list of schools needing improvement (also known as Program Improvement, or PI) for the first time in 2013. In California, 114 high schools were in stage 1 of PI as of December 2013.

THE STAGES OF PROGRAM IMPROVEMENT: Program Improvement is a five-stage process for monitoring, improving, and, if necessary, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve.

When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each subsequent year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school’s closure.

FEDERAL INTERVENTION PROGRAM	
PI	
PROGRAM IMPROVEMENT	
In PI since	2013
Stage of PI	1 of 5
Change in 2013	Entered PI*

SOURCE: PI status is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students’ test results in the 2012–2013 school year or earlier. In 2013, 89% of all students were required to be proficient or above in English Language Arts and 89% in Mathematics.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET ■ AYP GOALS MET ■
2012	Not in PI	Granada Hills Charter High School met 25 of the 26 criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	
2013	1	We met 25 of the 26 criteria for Adequate Yearly Progress, causing the school to enter the first stage of Program Improvement.	

SOURCE: PI status is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students’ test results in the 2012–2013 school year or earlier. Some schools were in Program Improvement prior to the passage of No Child Left Behind, when the definition of PI was significantly modified.
* Since our Asian American population (our highest performing subgroup) attained 85% proficiency on the CAHSSE and did not meet the new expected proficiency of 88.9%, or achieve a sizeable improvement from last year, we did not meet one of the criteria for AYP, thus putting CGHCHS into year 1 of program improvement.

CONSEQUENCES

PARENTS: Because Granada Hills Charter High School is in stage (year) 1 of PI, parents of students have just one option. They can enroll their children in different schools in the district. To see the list of these schools, parents can contact either the principal or the district office staff.

SCHOOL: The school’s staff is revising its improvement plan. The staff is also using as much as ten percent of the school’s Title I (federal) funds for coaching teachers.

DISTRICT: The district is establishing a peer review group to evaluate the school’s annual improvement plan.

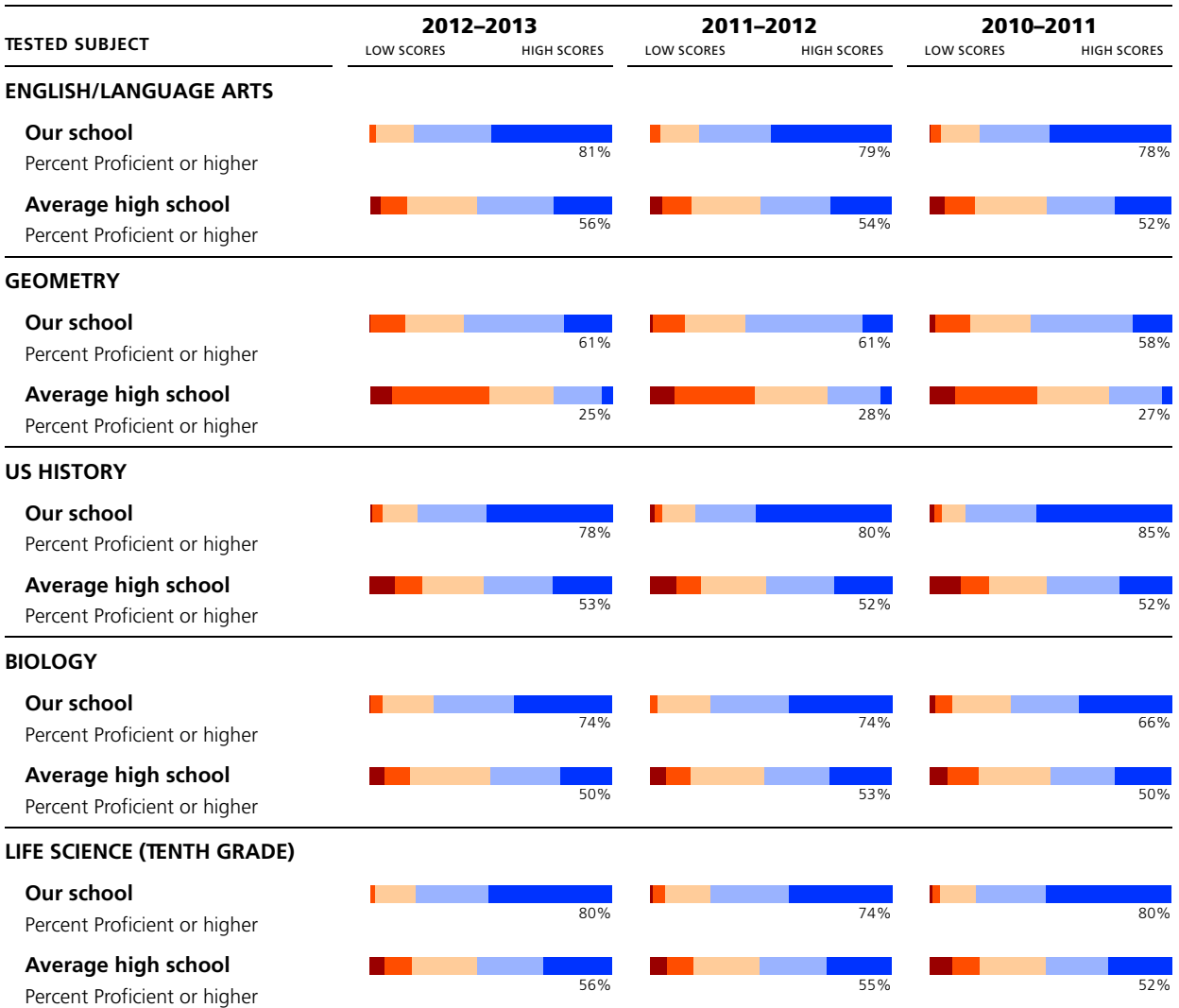
STUDENT ACHIEVEMENT

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 2013 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

HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH? In two subjects, the answer is “yes,” and in two more the answer is “no.” The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012–13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012–13 as they were in the past.

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 57 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 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
SCHOOLWIDE AVERAGE			81%	95%	SCHOOLWIDE AVERAGE: About 25 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			52%	93%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			56%	94%	

Subgroup Test Scores

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

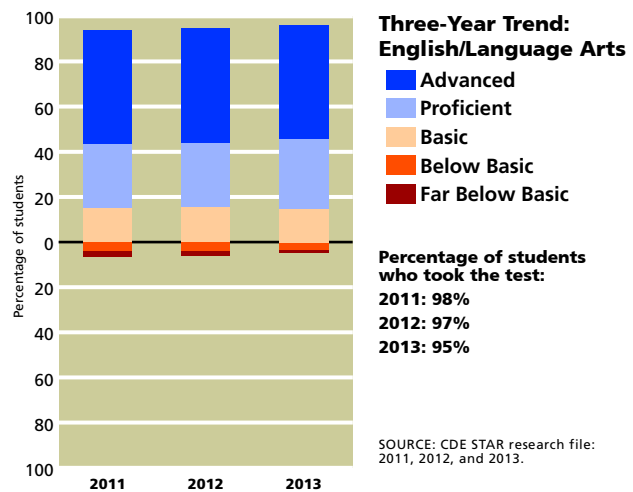
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			79%	1,454	GENDER: About four percent more girls than boys at our school scored Proficient or Advanced.
Girls			83%	1,544	
English proficient			82%	2,943	ENGLISH PROFICIENCY: 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.
English Learners			20%	55	
Low income			75%	1,423	INCOME: About 12 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			87%	1,575	
Learning disabled			46%	78	LEARNING DISABILITIES: 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.
Not learning disabled			82%	2,920	
African American			78%	123	ETHNICITY: 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.
Asian American			90%	533	
Filipino			84%	266	
Hispanic/Latino			75%	1,155	
White/Other			84%	828	
Two or more races			87%	85	

SOURCE: The scores for the CST are from the spring 2013 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
SCHOOLWIDE AVERAGE			55%	15%	SCHOOLWIDE AVERAGE: About 33 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			22%	26%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			22%	26%	

Subgroup Test Scores

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

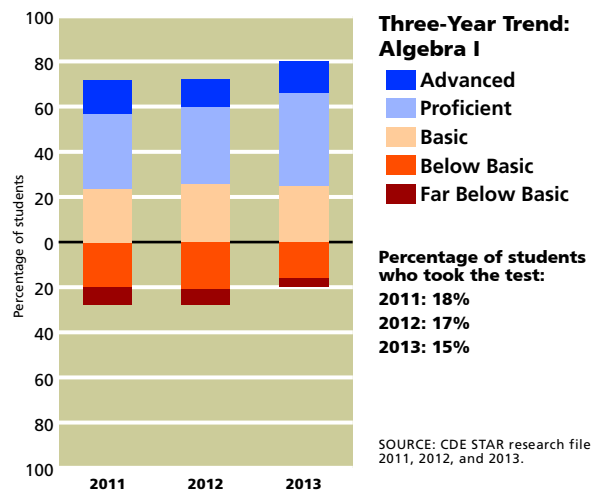
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			54%	249	GENDER: About two percent more girls than boys at our school scored Proficient or Advanced.
Girls			56%	229	
English proficient			57%	446	ENGLISH PROFICIENCY: 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.
English Learners			31%	32	
Low income			53%	282	INCOME: About four percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			57%	196	
Learning disabled			27%	31	LEARNING DISABILITIES: 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.
Not learning disabled			57%	447	
African American	DATA STATISTICALLY UNRELIABLE		N/S	21	ETHNICITY: 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.
Asian American			69%	35	
Filipino			66%	44	
Hispanic/Latino			49%	264	
White/Other			63%	99	
Two or more races	DATA STATISTICALLY UNRELIABLE		N/S	14	

SOURCE: The scores for the CST are from the spring 2013 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.
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 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 15 percent of our students took the algebra CST, compared with 26 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
SCHOOLWIDE AVERAGE			61%	19%	SCHOOLWIDE AVERAGE: About 36 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			23%	26%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			25%	27%	

Subgroup Test Scores

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

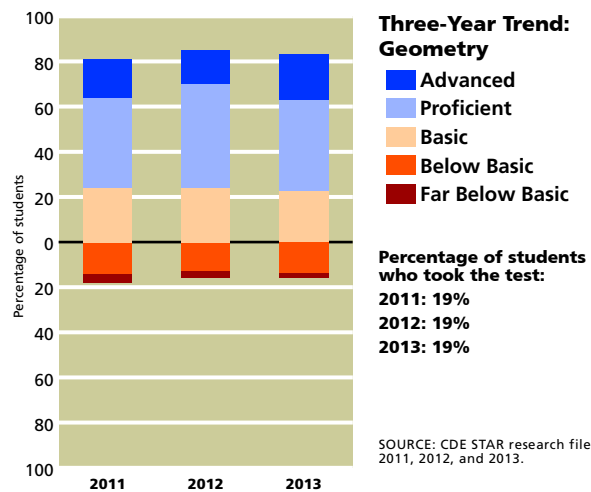
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			61%	284	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			60%	329	
English proficient			61%	603	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	10	
Low income			57%	288	INCOME: About seven percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			64%	325	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	13	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			61%	600	
African American	DATA STATISTICALLY UNRELIABLE		N/S	24	ETHNICITY: 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.
Asian American			65%	77	
Filipino			68%	53	
Hispanic/Latino			57%	239	
White/Other			61%	198	
Two or more races	DATA STATISTICALLY UNRELIABLE		N/S	22	

SOURCE: The scores for the CST are from the spring 2013 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. 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 19 percent of our students took the geometry CST, compared with 27 percent of all high school students statewide. 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
SCHOOLWIDE AVERAGE			78%	98%	SCHOOLWIDE AVERAGE: About 25 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			50%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			53%	96%	

Subgroup Test Scores

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

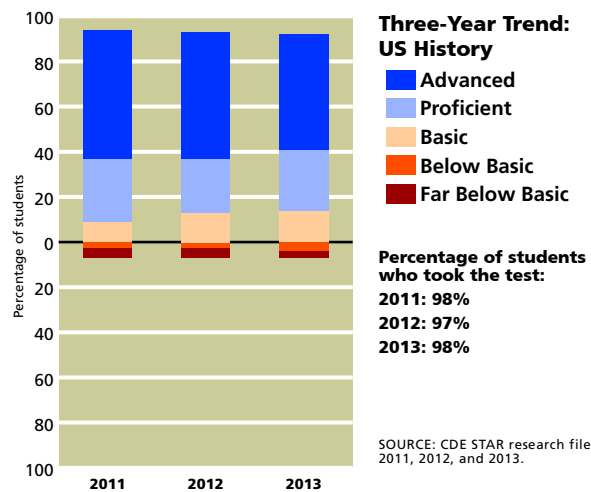
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			80%	482	GENDER: About four percent more boys than girls at our school scored Proficient or Advanced.
Girls			76%	502	
English proficient			80%	964	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE		N/S	20	
Low income			74%	473	INCOME: About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			82%	511	
Learning disabled			24%	58	LEARNING DISABILITIES: 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.
Not learning disabled			82%	926	
African American			80%	49	ETHNICITY: 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.
Asian American			91%	178	
Filipino			82%	87	
Hispanic/Latino			71%	367	
White/Other			79%	279	
Two or more races	DATA STATISTICALLY UNRELIABLE		N/S	22	

SOURCE: The scores for the CST are from the spring 2013 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
SCHOOLWIDE AVERAGE			74%	46%	SCHOOLWIDE AVERAGE: About 24 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			45%	41%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			50%	40%	

Subgroup Test Scores

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

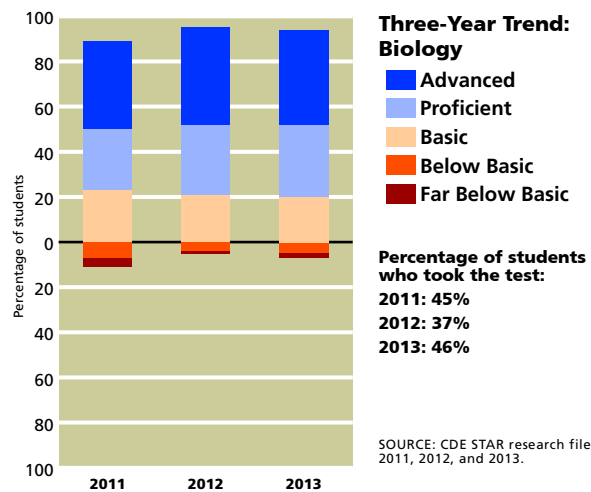
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			72%	688	GENDER: About three percent more girls than boys at our school scored Proficient or Advanced.
Girls			75%	747	
English proficient			75%	1,392	ENGLISH PROFICIENCY: 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.
English Learners			23%	43	
Low income			66%	699	INCOME: About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			80%	736	
Learning disabled			18%	82	LEARNING DISABILITIES: 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.
Not learning disabled			77%	1,353	
African American			59%	61	ETHNICITY: 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.
Asian American			86%	280	
Filipino			81%	119	
Hispanic/Latino			65%	557	
White/Other			77%	374	
Two or more races			79%	39	

SOURCE: The scores for the CST are from the spring 2013 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. 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 46 percent of our students took the biology CST, compared with 40 percent of all high school students statewide. 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
SCHOOLWIDE AVERAGE			80%	95%	SCHOOLWIDE AVERAGE: About 24 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			52%	93%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			56%	93%	

Subgroup Test Scores

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

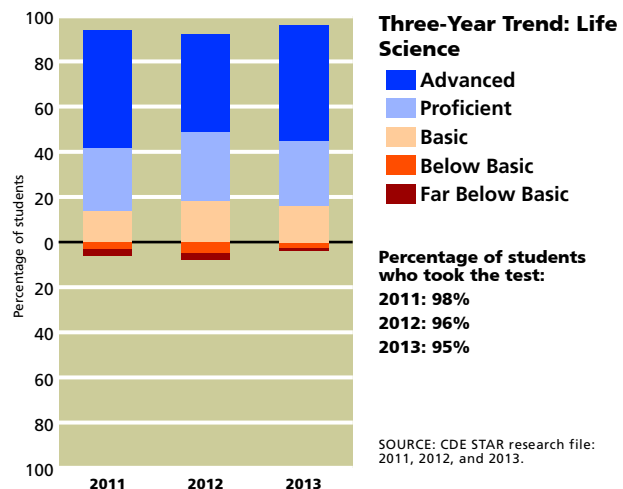
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			83%	491	GENDER: About five percent more boys than girls at our school scored Proficient or Advanced.
Girls			78%	523	
English proficient			81%	997	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE		N/S	17	
Low income			75%	477	INCOME: About ten percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			85%	537	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	29	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			81%	985	
African American			97%	33	ETHNICITY: 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.
Asian American			85%	163	
Filipino			80%	82	
Hispanic/Latino			73%	392	
White/Other			85%	304	
Two or more races			94%	36	

SOURCE: The scores for the CST are from the spring 2013 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 end of unit assessments, common benchmark assessments and common summative 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 six weeks and teachers post one or more grades per week via the Web-based ParentConnect program. Parents are encouraged to monitor student progress and contact teachers and/or counselors by phone and email as needed.

Students participate in all standardized State testing; the California Standards Tests (CST or STAR), the California High School Exit Exam (CAHSEE) and the CSU Early Assessment Program (EAP). Academic departments utilize the DataDirector ZOOM data system to evaluate standardized and locally developed assessments that measure student progress toward meeting 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. Additionally, ninth and tenth grade students take the annual California Physical Fitness Test.

PREPARATION FOR COLLEGE AND THE WORKFORCE

GHCHS has a well-established college and career readiness culture. All students take the A–G courses required for admission to the University of California/California State University systems and graduation from the Granada Hills Charter High School. All ninth, tenth and eleventh grade students take the PSAT at no cost, and sophomores and juniors receive support in PSAT, SAT, and ACT preparation classes. Each year, all students also update their Kuder Career and College assessments and portfolios. These assessments can be accessed throughout their lifetime.

The GHCHS College/Career Office is staffed with three full-time college/career counselors who conduct evening college roadmap meetings for ninth, tenth and eleventh grade students and parents. Every year, GHCHS hosts the largest college fair in the northern San Fernando Valley, with over 90 colleges and universities represented. Beginning in the fall of the senior year, the college/career 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. Nine guidance counselors help students develop four-year college plans and assist at-risk students in assessing their future needs. Students may also take college courses offered both on campus and at local colleges. A career counselor helps students evaluate career opportunities and internships.

Other college and career readiness activities include:

- Specialized college and career counseling
- College counseling and peer college counseling programs
- Parent and student college nights
- Community FAFSA college financial aid support
- Financial aid nights for GHCHS parents and students
- Outreach programs for all academic programs
- PSAT, SAT and ACT information night in multiple languages
- On site ROP career and technical classes
- On site Community College Classes

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	78%	49%	44%
SAT critical reading	Average score of those who took the SAT critical reading test	541	466	491
SAT math	Average score of those who took the SAT math test	568	486	510
SAT writing	Average score of those who took the SAT writing test	547	471	491

SOURCE: SAT test data provided by the College Board for the 2011–2012 school year. County and state averages represent high schools only.

In the 2011–2012 academic year, 78 percent of Granada Hills Charter High School seniors took the SAT, compared with 44 percent of high school students in California.

Granada Hills Charter High School students’ average score was 541 on the critical reading portion of the SAT, compared with 491 for students throughout the state. Granada Hills Charter High School students’ average score was 568 on the math portion of the SAT, compared with 510 for students throughout the state. Granada Hills Charter High School students’ average score was 547 on the writing portion of the SAT, compared with 491 for students throughout the state.

College Preparation

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
2012 graduates meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	72%	41%	41%

SOURCE: Enrollment in UC/CSU qualifying courses comes from CALPADS, October 2012. County and state averages represent high schools only.

In the 2011–2012 school year, 72 percent of Granada Hills Charter High School’s graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with 41 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.

Another view of our school’s effectiveness in preparing students for college is to ask: “How many of our students took courses in the 2012–13 school year that met the requirements for admission to the UC or CSU systems?” The answer to that question is contained in the Data Almanac, which is the last section of this annual report.

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
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	10%	5%	4%

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 materials. 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 36 different courses that you’ll see listed in the table.

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

AP COURSES OFFERED	NUMBER OF COURSES
Fine and Performing Arts	6
Computer Science	5
English	2
Foreign Language	7
Mathematics	6
Science	4
Social Science	6
Total	36

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

AP Exam Results, 2011–2012

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams	66%	35%	32%
Number of AP exams taken	Average number of AP exams each of these students took in 2011–2012	1.8	1.8	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	79%	53%	59%

SOURCE: AP exam data provided by the College Board for the 2011–2012 school year.

At Granada Hills Charter High School, 66 percent of juniors and seniors took AP exams. In California, 32 percent of juniors and seniors in the average high school took AP exams. On average, those students took 1.8 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.)

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	LAUSD DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2012–2013	82%	46%	57%
2011–2012	77%	45%	56%
2010–2011	76%	46%	59%
Math			
2012–2013	86%	51%	60%
2011–2012	80%	47%	58%
2010–2011	80%	44%	56%

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 2012–2013 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
Tenth graders	18%	21%	62%	14%	44%	42%
African American	23%	17%	60%	11%	54%	34%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	13%	11%	76%	8%	20%	73%
Filipino	14%	24%	62%	10%	46%	44%
Hispanic or Latino	24%	24%	52%	22%	48%	30%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	11%	21%	68%	10%	47%	43%
Two or more races	14%	14%	72%	8%	42%	50%
Male	21%	23%	56%	14%	41%	45%
Female	14%	19%	67%	15%	46%	39%
Socioeconomically disadvantaged	25%	21%	54%	19%	44%	36%
English Learners	87%	13%	0%	63%	30%	7%
Students with disabilities	63%	20%	17%	69%	23%	8%
Students receiving migrant education services	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 2013 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, is available on the CDE Web site.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2013)	NUMBER OF SENIORS GRADUATING (CLASS OF 2013)
	OUR SCHOOL	OUR SCHOOL
All Students	92%	960
African American	81%	38
American Indian or Alaska Native	50%	2
Asian	95%	190
Filipino	96%	82
Hispanic or Latino	89%	339
Pacific Islander	100%	2
White (not Hispanic)	93%	303
Two or more races	67%	4
Socioeconomically disadvantaged	91%	462
English Learners	66%	23
Students with disabilities	65%	55

SOURCE: This data comes from the school district office.

Dropouts and Graduates

Dropout prevention at Granada Hills Charter begins in the eighth grade with scheduled events and transition programs especially designed to introduce students to high school. In the spring of eighth grade, GHCHS hosts several Articulation Night Open House events for students and their parents as an introduction to programs offered at GHCHS. Parents and students schedule individual meetings with a counselor to select courses and create a four-year academic and career plan. Incoming ninth graders attend the Summer Transition Academy as an orientation to high school and receive intensive mathematics and English Language Arts preparation.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (four year)			
Class of 2012	4%	15%	13%
Class of 2011	3%	17%	15%
Class of 2010	7%	19%	17%
Graduation rate (four year)			
Class of 2012	92%	75%	79%
Class of 2011	96%	74%	77%
Class of 2010	91%	70%	75%

SOURCE: Dropout data comes from CALPADS, October 2012.

The school provides 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 extended 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 program and intersession as available, at community college, and at the adult school. At the end of four years, students who fail to meet graduation requirements meet with a counselor and prepare post-high school graduation plans.

Communication with families is ongoing and extensive, and the Home Access Center is used 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 programs are designed to assist students through social, emotional, and academic challenges and dropout prevention.

DROPOUT RATE: We define a **dropout** as any student who left school before completing the 2011–2012 school year, or who hasn't re-enrolled in school for the 2012–2013 year by October 2012.

In the past, identifying dropouts was difficult because students often did not report why they were leaving or where they were going. Now districts use the Statewide Student Identifier (SSID), which can locate students who have enrolled in schools elsewhere in California, making dropout counts more accurate.

GRADUATION RATE: This is the second year that the California Department of Education has relied upon its new system for counting whether individual students graduate in four years. Because officials have gathered this data for six years, they are now able to report on the graduation rates of the students who graduated in 2010, 2011 and 2012. This new approach to tracking individual students replaces a method of estimating graduation rates based on the numbers of students enrolled in each grade level. As a result, the new method is far more accurate.

Note that the high school completion rate we report in the preceding section shows only how many seniors graduated. The rate we report here indicates how students have fared over the four years leading to graduation.

Workforce Preparation

All students at GHCHS experience a strong academic curriculum, which prepares them for both college and workforce training. Students take advantage of resources and internet access in our College and Career Center to research information related to careers and colleges. Our full-time Career/Work Experience Advisor introduces the Kuder Career Inventory to all freshmen, and they create an electronic career portfolio that they update each year as interests and skills develop and change. Upon graduation, students have a career portfolio with resumes, accomplishments, and career inventories with lifetime access. Juniors and seniors can join our work-study program for on-the-job training and workplace skill development.

GHCHS offers several Career Technical Education (CTE) courses and programs on campus in automotive, culinary arts, construction and business. Employers attend the annual Career Day and students learn about jobs, careers, and community service opportunities. The Global Business and Finance Program, Science, Technology, Engineering, and Math Program, New Media/Humanitas academic programs offer opportunities for students to investigate careers in a variety of fields. All programs include A-G graduation requirements and new CTE electives that are A-G approved are continuously explored and expanded. An example is the Money and Banking course, a foundational course for the Global Business and Finance Program.

Annual surveys are conducted in which graduates are encouraged to report their continued interest in CTE coursework initially explored at GHCHS. Advisory Committees comprised of local business, industry, junior college and university representatives meet semi-annually to provide input on curriculum, program development and articulation to ensure successful preparation of our students.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 525 students in career technical education courses.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	525
Percentage of students completing a CTE program and earning a high school diploma	75%
Percentage of CTE courses coordinated with colleges	70%

SOURCE: Information provided by the school district.

GHCHS offers four established Career Technical Education strands with the shared support of the LAUSD ROP office, GHCHS, and a Perkins Grant. Courses are offered in automotive, construction, culinary arts, and business/reprographics. Supported through a California Partnership Academy Grant, an additional CTE Program was added in 2011-2012. The new Global Business and Finance (GBF) Program for grades 10-12 provides a foundation of business and finance coursework which includes Money and Banking, Business Statistics, Global Economics and Entrepreneurship/Multimedia Business Communication and Design taught by a collaborative group of teachers. Students participating in the Science, Technology, Engineering and Math Program (STEM) are provided opportunities to engage in CTE activities annually with guest speakers from industry, STEM career focused assemblies, field trips and university tours as well as participation in the California State University School Engineering ACCESS Program. Students receive college credit for the introductory engineering course.

Articulation agreements are established with Los Angeles Pierce College, local adult schools and occupational centers to enhance the CTE curriculum and provide opportunities for students to advance their skills. Advisory Committees and Trade Advisory Committees consisting of local business, community college and university representatives meet semi-annually to provide input for refining and enhancing our CTE programs. GHCHS continuously explores opportunities for CTE students to participate and intern in local businesses and universities. 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 High School, 97 percent of students were considered to be proficient in English, compared with 89 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	97%	87%	89%
English Learners	3%	13%	11%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 127 students classified as English Learners. At Granada Hills Charter High School, most English Language students are Spanish speakers. 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	31%	87%	83%
Vietnamese	1%	1%	2%
Cantonese	0%	2%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	10%	1%	2%
Korean	12%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	46%	8%	9%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent high schools only.

Ethnicity

Most students at Granada Hills Charter High School identify themselves as Hispanic/Latino. 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	4%	9%	7%
Asian American/Pacific Islander	26%	11%	12%
Hispanic/Latino	38%	62%	49%
White	29%	15%	28%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. 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 \$42,643 a year (based on a family of four) in the 2012–2013 school year. At Granada Hills Charter High School, 47 percent of the students qualified for this program, compared with 52 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	47%	62%	52%
Parents with some college	84%	49%	58%
Parents with college degree	58%	28%	34%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 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 High School have attended college and 58 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 69 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 High School 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 26 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL
English	21
History	27
Math	31
Science	30

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

Safety

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

Granada Hills Charter has developed a comprehensive Safe School Plan in cooperation with the district and local law enforcement which is reviewed and revised each year. The PTSA holds an annual community safety meeting to present the Safe School Plan. Policies for discipline, attendance, dress, and academic integrity as well as for fire, earthquake, and lockdown emergency drills are well established. Fire and earthquake evacuation drills are held regularly.

GHCHS is a closed campus. A staff member is regularly assigned to the only entrance used during the school day. All visitors must register with the office and are assigned a pass that permits them to visit only specific offices or classrooms. A camera is located at the check-in so that everyone entering the campus is monitored at the sign-in. Additional safety cameras and commercial lights were added to the campus-monitoring network during the 2012-2013 year.

GHCHS, following the latest recommendations on lockdown protocols, purchased and implemented School Gate Guardian, a front door check-in system that retains a full database of school visitors. In addition, GHCHS has a water tank that is continually refreshed to provide water for the school and community in a major earthquake. Since the school campus stretches over 40 acres, golf carts with first aid kits are available for the health office and security staff.

Campus safety personnel include a full-time school police officer, three discipline deans, one attendance dean, a campus security coordinator, a dozen full-time campus aides, and a 24 hour-security guard. Other safety measures include daily random searches of students with security wands and a canine contraband search program funded by PTSA. The GHCHS staff monitors school grounds before school, throughout the school day including lunch and nutrition, and immediately after dismissal.

In the 2012-13 school year the Safety Committee was able to meet monthly and conducted a successful unannounced lockdown drill during non-instruction time. Members attended various trainings, including an LAPD training and Los Angeles School Police Training.

Discipline

The GHCHS Parent-Student Handbook outlines all school policies and rules. Parents and students acknowledge their understanding of these policies and rules through an annual sign-off. Students are expected to model mature and responsible behavior on our campus, in the classrooms, and at all school events. Intervention for poor behavior includes parent/student conferences, counseling, warnings, detention, in-school suspension, at-home suspension, and expulsion. GHCHS provides students with training in conflict resolution, time management, and anger management through counseling groups.

Homework

Teachers post homework on Web sites such as <http://schoolfusion.net> through the GHCHS Web site (<http://www.ghchs.com>). The Grenada Home Access Center (HAC) provides online viewing of attendance, assessments and course grades for students and parents. Parents may be notified 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.

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 extended 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 meet 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). These committees are responsible for developing and assessing proposals that are ultimately approved by the Governing Board.

The English Learner Advisory Council, the Global Business and Finance and STEM Advisory parent Committees, and a specially established Algebra Parent Group provide input and support for students and academic program development. Other parent organizations support athletic teams, band, choir, and cheer. Translators are available at selected meetings for Spanish- and Korean-speaking parents. The PTSA and GHCHS Booster Club provide opportunities for involvement, and many parents volunteer to assist with school activities and at Open House and Back-to-School Night. Parents additionally volunteer as chaperones on field trips and excursions, work GHCHS community events, share their areas of expertise as guest speakers and assist in community outreach to obtain student internships, job shadowing experiences and mentors for our students.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Brian Bauer became principal at GHHS 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 in LAUSD.

The administrative team includes a chief academic officer, a chief business officer, a chief operating officer and five full-time directors who oversee day-to-day school programs. The administrative team collectively has over 90 years’ experience in high school administration.

Teachers, administrators, students, and parents take part in decision making. The Governing Board represented by elected parents, 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 school committees, namely the Curriculum and Instruction Committee, the Student Services Committee and the Facilities and Operations Committee.

Leadership goals for 2012–2013 include continuously fostering collaboration as part of 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
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	<1%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	0	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	99%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	<1%	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.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2013.

“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 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, clear credentials.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

As an independent charter school and Local Education Agency (LEA), GHCHS is regarded as its own district.

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.

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.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN GHCHS
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	<1%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	<1%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	0%

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 identify students who need intervention and additional support. The flexibility of horizontal and vertical teaming helps teachers understand how students perform in similar groups and develop skills longitudinally.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2012–2013	36.0
2011–2012	29.0
2010–2011	29.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

According to No Child Left Behind Act, ninety-nine percent of our teachers are “highly qualified.” Teachers set departmental goals as well as their own professional development goals each year. The completion of self-identified goals becomes part of the teacher evaluation process along with classroom observation based on the California Standards for the Teaching Profession. Teachers who need to improve their skills work with a mentor teacher, take part in formal peer observations, and attend additional professional development. Peer Assistance and Review (PAR), a mentoring process for new and veteran teachers needing support, and BTSA, a support, mentoring and induction program for new teachers, are both available through our partnership with the William S. Hart Union School District.

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 nine full-time equivalent academic counselors, which is equivalent to one counselor for every 469 students. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Academic counselors	9.0
Behavioral/career counselors	9.5
Librarians and media staff	1.0
Psychologists	1.0
Social workers	1.0
Nurses	2.0
Speech/language/hearing specialists	0.9
Resource specialists	6.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

A limited number of spaces are available for non-resident students through Open Enrollment and Schools for Advanced Studies permits. All enrolling students must attend the Summer Transition Academy, a program that is designed for orientation to the school's policies, procedures, and curriculum, and is 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 through critical reading and writing, hands-on activities, guest speakers and curricular trips. Teachers in these programs have common planning times available for the purpose of planning and developing integrated lessons.

Many of the Career Technical Education programs have articulation agreements: Los Angeles Pierce College for the automotive technology program, and Los Angeles Trade Tech and LAUSD's "We Build" program for the construction program.

The After Hours Activities (AHA) Program provides an extensive offering of academic tutoring, as well as a variety of enrichment classes after school. Enrichment classes include but are not limited to Drama and Theatrical production, Driver's Education, Game Development: Art and Design, Folklorico Dance, and A Capella Choir. The AHA program is funded through a 21st Century High School After School Safety and Enrichment for Teens (ASSETS) Program grant.

Gifted and Talented Education (GATE)

GHCHS has an Advanced Studies (SAS) program as well as honors and Advanced Placement (AP) classes available to GATE students. SAS students are expected to perform at high levels, and may earn an 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. AP Instructors complete all College Board mandated requirements including training and curriculum submission and provide a quality education to advanced students.

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, authorized as an International Baccalaureate World School in 2011, offers a rigorous two-year IB Diploma Program to incoming 11th graders as of fall 2012. Students may pursue the full advanced IB Diploma Program or opt into individual IB Certificate Courses as available. IB Instructors complete specialized training required by the International Baccalaureate Organization to provide this advanced program offering. For more information about IB, visit www.ibo.org.

Special Education Program

At GHCHS, the Special Education Program is grounded in the philosophy that ALL students can learn. It is important to note that access to our programs is determined based on individual student needs as determined by the IEP Team. Most students enjoy a combination of a variety of programs. In addition to the full and customizable continuum of programs, all students have access to ALL academic programs, athletics, and activities. The continuum of programs has been designed to meet a variety of students' educational and social-emotional needs and includes the following:

Resource Program Model allows students to take general education courses with support, which can include one or two periods of resource, skills support classes each day.

The Special Day Class Program allows students to take one or more core classes in a smaller, individualized environment, which includes course offerings such as English 9–12, Biology and Physics, World History, U.S. History, Government and Economics, Algebra 1 (co-taught in the general education class), Algebra 2 and Geometry. Granada has added additional support classes for students to ensure success for all students. We continue to meet the changing needs of different subgroups of students with disabilities by providing them with quality instruction in their areas of highest need – literacy and social/ behavioral skills – in the least restrictive environment. The targeted support classes include Social Skills Support, Behavioral Support, Literacy Skills, and Study Skills. Students may take one or more of these classes throughout their tenure at Granada based on the recommendation of the IEP team.

Co-Teaching: All Algebra 1 classes are currently being co-taught by a highly qualified general education and special education teachers. Beginning in the fall of 2013, co-taught geometry will be added to the curriculum.

Deaf and Hard of Hearing Students: Students are fully mainstreamed with support (in the form of either a sign language interpreter or aide) and take one period/day of DHH support in communication skills.

Severe/Moderate/Mild ID Program: Students in this program require the highest level of support. This is an academic and life skills based program, where students participate in CAPA testing and typically earn a GHCHS Certificate of Completion. The students in this program are given opportunities for campus work experience in the cafeteria, repro-graphics, school offices, and student store, and take electives with non-disabled peers.

In all programs, teachers assist students in accessing grade level material with assistive technology and other supports provided in their IEPs. General education teachers, resource teachers, special education class teachers, and related service providers instruct from a multi-tiered approach, utilizing differentiation on a daily basis to meet the needs of all students as well as scaffolding lessons for students who need more support. Both summative and formative assessments are used to measure progress towards grade level standards as well as IEP goals and are reported to parents every six weeks and at IEP meetings.

To provide students with the least restrictive environment that is highly individualized, the resource specialists and special day class teachers assist the general education teachers in meeting student needs through a combination of co-teaching, consultation and collaboration in the general education classroom as well as in resource support classes, and, when necessary, in the school's Learning Center or Specialized Support Classes to assist students in achieving their IEP goals and accessing grade level standards. Services are provided on a regular basis as per each student's IEP and are regularly tracked in Welligent with the "RST Tracker" tool.

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 geared toward the English language arts core curriculum as well as the English Language Development standards that focus on reading, writing, speaking, listening and presentation skills. English Learners are enrolled in a self-contained ESL class for a two period block and spend the rest of the school day in mainstreamed classes where content is delivered using Specially Designed Academic Instruction (SDAIE) strategies. All 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" teachers as determined by the No Child Left Behind criteria and have CLAD or BCLAD certification.

RESOURCES

Buildings

Granada Hills Charter High School was constructed in 1960. Since our 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 included a green cleaning program and a more efficient cleaning system called team cleaning. Recycling bins were situated 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, and 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 2012-13, the project to replace the artificial turf on the all-weather playing field was completed. GHCHS also completed several improvement projects with LAUSD allocated face lift funds. The projects that were completed in 2012-13 included: replacing broken asphalt with concrete to improve safety in several high traffic pedestrian areas and the complete remodel of two student restrooms including ADA access. Office spaces were reconfigured and painted to meet current needs. 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 computers equipped for online research. GHCHS updates our books and periodicals regularly. The library is open Monday through Thursday from 7 a.m. to 6 p.m., and Fridays from 7 a.m. 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 schedule library time 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 online blog, Virtual Learning Commons.

Computers

Teachers use computers for attendance, grades, email and classroom instruction. All teachers are issued a laptop for record keeping and instructional use. All teachers use Outlook email for school mail and parent contact. Ninety-five percent of teachers at GHCHS utilize interactive technology through Interactive Boards. 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 their classes up 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 or another program for presentation of 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, computer art lab and a laptop academy lab provide support for students interested in newer technologies. Students in the Humanities/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. The latest Office and AutoDesk Software is installed and included upgrades to new 21" and 27" iMacs. This update includes specialized software products such as Mudbox, Photoshop and Illustrator, InDesign, and Lightroom for digital imaging and animation. For music technology, the updates included Reason Record 6.0, eMedia and ePiano. Our server infrastructure and back-up systems were significantly upgraded in 2012-13.

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.

In addition, Granada regularly invests in online resources that support instruction beyond the textbook.

Curriculum and the Transition to the Common Core

For many 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.

In 2010, California's State Board of Education voted to redefine what we teach. We are calling this the Common Core curriculum, because it is common or shared among schools in most states, and because it affects the core subjects. In 2012-2013, our district's teachers were already delivering a somewhat different curriculum in math and English/language arts. Changes to the science standards will follow in 2013-2014.

The [California Department of Education \(CDE\)](#) has published helpful background information about the Common Core curriculum. This includes a helpful [video introduction](#) as well as access to a [handbook for parents](#) of students in kindergarten through eighth grade. The full [math standards](#) are available as well as the standards for [English/language arts](#).

SCHOOL EXPENDITURES

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

Spending per Student (2011–2012)

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 4,058 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)	\$7,044	\$7,044	0%	\$5,653	25%
Restricted funds (\$/student)	\$1,830	\$1,830	0%	\$3,083	-41%
TOTAL (\$/student)	\$8,874	\$8,874	0%	\$8,736	2%

SOURCE: Information provided by the school district.

* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Expenditures, by Category (2011–2012)

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 (all certificated staff)	\$13,969,237	\$1,779,861	\$15,749,098	44%
Other staff salaries	\$3,517,580	\$1,565,438	\$5,083,018	14%
Benefits	\$4,971,294	\$1,301,749	\$6,273,043	17%
Books and supplies	\$1,512,179	\$1,377,471	\$2,889,650	8%
Equipment replacement	\$0	\$0	\$0	0%
Services and direct support	\$4,615,547	\$1,401,297	\$6,016,844	17%
TOTAL	\$28,585,836	\$7,425,816	\$36,011,652	

SOURCE: Information provided by the school district.

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

Compensation of Staff with Teaching Credentials (2011–2012)

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 168 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$75,415	\$75,415	0%	\$71,848	5%
Retirement benefits	\$5,336	\$5,336	0%	\$5,888	-9%
Health and medical benefits	\$10,742	\$10,742	0%	\$10,391	3%
Other benefits	\$0	\$0	N/A	\$720	-100%
TOTAL	\$91,493	\$91,493	0%	\$88,847	3%

SOURCE: Information provided by the school district.
 * Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Certificated Staff Compensation (2011–2012)

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	\$12,701,352	82%
Retirement benefits	\$898,755	6%
Health and medical benefits	\$1,809,206	12%
Other benefits	\$0	0%
TOTAL	\$15,409,313	

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 December 2013. The CDE may release additional or revised data for the 2012–2013 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 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

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.

» Adequacy of Key Resources 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2011–2012	2012–2013	2013–2014
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	N/A	N/A	N/A
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	N/A	N/A	N/A
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	N/A	N/A	N/A
Number of those classes where you replaced the absent teacher with a single new teacher	N/A	N/A	N/A

NOTES:

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2011–2012	2012–2013	2013–2014
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	N/A	N/A	N/A
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	N/A	N/A	N/A
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	N/A	N/A	N/A

NOTES:

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
OVERALL RATING	N/A	N/A
A. SYSTEMS		
Gas Leaks		N/A
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		N/A
Sewer System		N/A
B. INTERIOR		
Interior Surfaces (Walls, Floors, and Ceilings)		N/A
C. CLEANLINESS		
Overall Cleanliness		N/A
Pest or Vermin Infestation		N/A
D. ELECTRICAL		
Electrical Systems and Lighting		N/A
E. RESTROOMS/FOUNTAINS		
Bathrooms		N/A
Drinking Fountains (Inside and Out)		N/A
F. SAFETY		
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		N/A
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		N/A
G. STRUCTURAL		
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		N/A
Roofs		N/A

AREA	RATING	DESCRIPTION
H. EXTERNAL		
Playground/School Grounds	N/A	
Windows, Doors, Gates, Fences (Interior and Exterior)	N/A	
OTHER DEFICIENCIES	N/A	N/A

INSPECTORS AND ADVISORS: This report is not yet completed. It is subject to change. There were no other inspectors used in the completion of this form.

» 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	4,224
Black/African American	4%
American Indian or Alaska Native	0%
Asian	18%
Filipino	8%
Hispanic or Latino	38%
Pacific Islander	0%
White (not Hispanic)	29%
Two or more races	2%
Ethnicity not reported	0%
Socioeconomically disadvantaged	49%
English Learners	13%
Students with disabilities	6%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. 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
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	1,069
Grade 10	1,071
Grade 11	1,035
Grade 12	1,049

SOURCE: CALPADS, October 2012.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2010–2011	2011–2012	2012–2013
English	24	22	21
History	30	30	27
Math	29	31	31
Science	32	32	30

SOURCE: CALPADS, October 2012.

Average Class Size by Core Course, Detail

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

SUBJECT	2010–2011			2011–2012			2012–2013		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	52	74	33	76	71	31	66	61	33
History	15	15	74	20	25	64	50	28	76
Math	24	46	43	12	35	66	18	19	75
Science	10	18	86	11	22	83	22	37	73

SOURCE: CALPADS, October 2012.

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		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	77%	59%	35%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2012–2013 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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2012–2013	1	1	N/A
2011–2012	5	5	N/A
2010–2011	4	4	14
Expulsions per 100 students			
2012–2013	0	0	N/A
2011–2012	0	0	N/A
2010–2011	0	0	1

SOURCE: Information for the two most recent years provided by the school district. Prior 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.

During the 2012–2013 school year, we had 47 suspension incidents. We had one expulsion incident. 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.

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
	2010–2011	2011–2012	2012–2013	2012–2013
With Full Credential	160	159	155	155
Without Full Credential	0	20	1	1
Teaching out of field	0	1	1	1

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/ language arts	78%	78%	80%	N/A	N/A	N/A	54%	56%	55%
History/social science	81%	76%	77%	N/A	N/A	N/A	48%	49%	49%
Mathematics	54%	57%	57%	N/A	N/A	N/A	49%	50%	50%
Science	80%	74%	80%	N/A	N/A	N/A	57%	60%	59%

SOURCE: STAR results, spring 2013 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 2012–2013	HISTORY/ SOCIAL SCIENCE 2012–2013	MATHEMATICS 2012–2013	SCIENCE 2012–2013
African American	73%	78%	43%	97%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	91%	91%	80%	89%
Filipino	84%	80%	63%	80%
Hispanic or Latino	73%	70%	47%	73%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	83%	79%	58%	85%
Two or more races	85%	81%	59%	94%
Boys	77%	81%	58%	83%
Girls	83%	74%	55%	78%
Socioeconomically disadvantaged	73%	72%	52%	75%
English Learners	18%	20%	36%	29%
Students with disabilities	42%	32%	34%	50%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2013 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	2010–2011	2011–2012	2012–2013
Statewide rank	10	10	10
Similar-schools rank	10	7	6

SOURCE: The API Base Report from May 2013.

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
	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	+5	+1	+8	885
Black/African American	+9	-13	+34	850
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	+18	-6	-1	935
Filipino	+21	+0	-7	898
Hispanic or Latino	+9	+8	+12	856
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+0	+0	+6	892
Two or more races	-60	+31	+38	915
Socioeconomically disadvantaged	+4	+6	+16	863
English Learners	+29	-8	+22	830
Students with disabilities	-14	+6	+52	673

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

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	3,069	885	N/A	N/A	4,655,989	790
Black/African American	124	850	N/A	N/A	296,463	708
American Indian or Alaska Native	5	N/A	N/A	N/A	30,394	743
Asian	539	935	N/A	N/A	406,527	906
Filipino	265	898	N/A	N/A	121,054	867
Hispanic or Latino	1,193	856	N/A	N/A	2,438,951	744
Pacific Islander	3	N/A	N/A	N/A	25,351	774
White (non Hispanic)	858	892	N/A	N/A	1,200,127	853
Two or more races	81	915	N/A	N/A	125,025	824
Socioeconomically disadvantaged	1,510	863	N/A	N/A	2,774,640	743
English Learners	426	830	N/A	N/A	1,482,316	721
Students with disabilities	176	673	N/A	N/A	527,476	615

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

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 770 or growth of at least one point
- (d) the graduation rate for the graduating class must meet or exceed 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 September 2013.

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	1
Percentage of schools currently in PI	100%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

DISTRICT EXPENDITURES

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
FISCAL YEAR 2011–2012			
Total expenses	N/A	N/A	\$46,420,178,248
Expenses per student	N/A	N/A	\$8,382
FISCAL YEAR 2010–2011			
Total expenses	N/A	N/A	\$46,278,595,991
Expenses per student	N/A	N/A	\$8,323

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2011–2012

This table reports the salaries of teachers and administrators in our district for the 2011–2012 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

Percentage of students who leave school and don't continue elsewhere. Percentage of students who graduate in four years.

KEY FACTOR	DISTRICT	STATE
Dropout rate (four-year)		
Class of 2012	N/A	13%
Class of 2011	N/A	15%
Class of 2010	N/A	17%
Graduation rate (four-year)		
Class of 2012	N/A	79%
Class of 2011	N/A	77%
Class of 2010	N/A	75%

SOURCE: CALPADS, October 2012.

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%	82%	64%
Percentage of graduates from class of 2012 who completed all courses required for UC/CSU admission	72%	72%	41%

SOURCE: CALPADS, October 2012, for the percentage of students enrolled in courses required for UC/CSU admission. 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	2009–2010	2010–2011	2011–2012
Percentage of seniors taking the SAT	56%	64%	78%
Average critical reading score	530	527	541
Average math score	563	563	568
Average writing score	534	532	547

SOURCE: Original data from the College Board, for the class of 2012, 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
Biology, 8th Ed.	AP Biology	2008	2010
Chemistry, 8th Ed.	AP Chemistry	2011	2011
Calculus Graphical, Numerical, Algebraic (AP Edition)	AP Calculus	2007	
Barron's AP Computer Science (5th ed)	AP Computer Science	2010	
Foundation of Economics	AP Economics	2007	2010
The Language 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
Barron's AP Environmental Science 3rd Ed	AP Environ. Science	2009	
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
University Physics (Pearson)	AP Physics	2008	2012
Myers Psychology for AP (BFW Worth)	AP Psychology	2011	2011
Psychology, 8th Ed.	AP Psychology	2008	
Barron's AP Spanish 7th Ed	AP Spanish	2011	2011
Reflexiones (Pearson)	AP Spanish Literature	2013	2012
The Practice of Statistics for AP 4th Ed.	AP Statistics	2008	2011
Barron's AP Statistics 4th Ed	AP Statistics	2008	
American Pageant, 13th Ed.	AP US History	2006	
Traditions & Encounters, 4th Ed. (McGraw Hill)	AP World	2008	
World History in Documents (NYU)	AP World	2008	
Life in the Universe (Pearson)	Astronomy	2003	
Modern Automotive Technology (GW Publishing)	Automotive Shop	2004	
Biology (Prentice Hall)	Biology	2004	2004
Literature The British Tradition (Prentice Hall)	British Literature	2002	
Business Statistics using Excel	Business Statistics	2010	2011

Textbook Adoption List (continued)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Calculus (Pearson)	Calculus AB	2003	2003
World of Chemistry (Brooks/Cole)	Chemistry	2011	2012
Java 4th Ed. (McGraw Hill)	Computer Science	2006	
Exploring Visual Designs (Davis)	Drawing	2004	
Contemporary Economics (Thomson)	Economics	2005	
Economics (Addison Wesley)	Economics	1993	
Literature 11th (McDougal Littell)	English 11	2009	2010
Literature 10th (McDougal Littell)	English 10	2009	2010
Literature 9th (McDougal Littell)	English 9	2009	2010
Bien Dit (Holt)	French 1	2008	
Allez Viens! Level 2 (Holt)	French 2	1996	
Allez Viens! Level 3 (Holt)	French 3	1996	
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
Physics Giancoli 6th Edition (Pearson)	H Physics	2005	
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
Campbell Biology (Benjamin Cummings)	IB Biology	2011	2012
Chemistry, 8th Ed.	IB Chemistry	2011	2011
French B (Oxford)	IB French	2011	2012
Spanish B (Oxford)	IB Spanish	2011	2012
Oggi in Italia 9th Ed	Italian	2012	2011
Precalculus 5th Ed. (Brooks/Cole)	Math Analysis	2010	2010
Conceptual Physics, 10th Ed. (Pearson)	Physics	2006	
Human Physiology, 5th Ed. (Pearson)	Physiology	2010	2010
Psychology, Principles in Practice (Holt McDougal)	Psychology	2010	2010
Master ASL Level 1 (Sign Media)	Sign Language	2006	

Textbook Adoption List (continued)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Master ASL Fingerspelling, Numbers, and Glossing (Sign	Sign Language	2006	
Expresate 1 (Holt)	Spanish 1	2008	
Expresate 2 (Holt)	Spanish 2	2008	
Expresate 3 (Holt)	Spanish 3	2008	
El Espanol para Nosotros1 (Glencoe)	Spanish Speaker 1	2006	
El Espanol para Nosotros 2 (Glencoe)	Spanish Speaker 2	2006	
Entre Mundos (Pearson Prentice Hall)	Spanish Speaker	2004	
Earth Science (Globe Fearon)	Special Ed Science	2003	
Intergrated Science (It's About Time)	Special Ed Science	2004	
Life Science (Globe Fearon)	Special Ed Science	2003	
Physical Science (Globe Fearon)	Special Ed Science	2003	
Business Statistics (Oxford)	Statistics	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