

GRANADA HILLS CHARTER HIGH SCHOOL

an Independent Public School Since 2003

an Independent Public School



The Single Plan for Student Achievement

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School Vision and Mission

Granada Hills Charter High School's Vision and Mission Statements

MISSION:

Granada Hills Charter High School provides a positive student-centered environment in which all students develop academic skills, practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse society. We pledge our resources to create a school where all students are actively engaged in the process of learning in a multicultural, multilingual setting.

VISION:

The vision of Granada Hills Charter High is to ensure that students acquire seminal knowledge and exercise key habits of mind and essential skills leading to graduation and in preparation for college and the 21st century workforce. Goals:

- Students at Granada Hills Charter will meet or exceed all student achievement growth targets as measured by the state adopted assessment system aligned with the existing California State Standards and the newly adopted Common Core State Standards
- Diverse learners will meet or exceed student achievement targets as measured by the Annual Measurable Achievement Objectives
- All students will meet the Expected School-wide Learning Results and demonstrate college and career readiness as measured by college entrance and acceptance rates

EXPECTED SCHOOLWIDE LEARNING RESULTS

As part of the schoolwide Western Association of Schools and Colleges (WASC) accreditation process, the school reaffirmed the Expected Schoolwide Learning Results (ESLRS). Every student who graduates from Granada will be:

- An Effective Communicator, able to read, write, converse and listen for a variety of purposes;
- An Information Manager, able to locate, access, organize, evaluate and apply information in a complex and technological world;
- A Problem Solver, able to apply a variety of thinking, creative and computing skills to produce solutions for a practical and theoretical problems;
- A Productive Member of Society, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a linguistically and culturally diverse global community; and,
- A Lifelong Learner, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.

WASC ACTION PLAN GOALS

During the fall of 2011, Granada Hills Charter High School conducted a self-study that consisted of analysis of all aspects of our school. The faculty, staff, students, parents and community school stakeholders analyzed disaggregated achievement data and developed the following action plan goals. During the spring of 2012 Granada Hills Charter High School received a six-year accreditation term from the Western Association of Schools and Colleges.

Goal #1: Revisit the vision and mission statement of GHCHS to reflect expected school-wide learning results, global awareness, and 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.

School Profile

Granada Hills Charter High School is located on 35 acres in the city of Granada Hills, a suburb in the northwestern San Fernando Valley area of the City of Los Angeles. The Granada Hills population represents just 53,134 out of nearly 2 million in the San Fernando Valley and almost 4 million Angelenos. Granada Hills is a largely working class, suburban community with a median household income of \$77,642 and a median home value of \$515,000 (2011). Seventy-seven percent of the Granada Hills community

(zip 91344) lives in owner-occupied housing units compared to 48 percent of families in the greater Los Angeles area. Compared to the rest of the country the Granada Hills' cost of living index is a high 129.4 compared to the U.S. average of 100. Major employment in the area is found in the Education and Health Industry (20%), Retail/Wholesale Trade (17%), Professional Services (12%), Manufacturing (11%) and Finance/Real Estate (11%) industries.

Granada Hills Charter High School (GHCHS) is in its eleventh year as an independent charter school and is one of the leading comprehensive public high schools in Los Angeles and in the state. In 2013-2014, our educational program continued on the trajectory of helping all students become college and career ready. 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 in 2012 from Los Angeles Unified, our charter authorizer; maintenance of a financially sound budget; and expansion of academic program offerings. 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.

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 English Learners and Students with Disabilities; providing for college and 21st Century career readiness; and increasing parent engagement. Students continue to perform at high levels, as evidenced by results on California Standards Tests and the California High School Exit Exam (CAHSEE), as well as an Academic Performance Index (API) of 885. Our charter provides for instructional flexibility and the resources needed to continue the tradition of excellence of having the highest-ranking API and attendance of any comprehensive high school in the Los Angeles area. In 2012 Granada was granted a five year renewal of our Charter as approved by the authorizing agency, the Los Angeles Unified School District.

Within the traditional instructional program GHCHS offers a variety of academic programs for student selection; Humanitas/New Media, Global History of Ideas, Global Business and Finance and Science, Technology, Engineering and Mathematics. Granada is also the only school in the Los Angeles area recognized as an International Baccalaureate World School providing student access to the International Baccalaureate Diploma Program. In addition to a traditional instructional program, the GHCHS Virtual Program serves students who need a flexible schedule in an alternative NCAA approved blended instructional model. Throughout the academic programs students complete the A-G requirements with after school support and enrichment activities funded by school grants.

Granada Hills Charter's student population is a melting pot with over 60 nationalities represented and approximately 40 languages other than English spoken at home. Granada Hills Charter attempts to achieve a stable pupil population that represents the racial and ethnic diversity of the territorial jurisdiction. Pupils can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment.

Present student demographics show a wide range of socio-economic, educational and cultural backgrounds. The 2013-14 student population consists of 38.4 percent Hispanic or Latino, 16.5 percent Asian, 4.1 percent Black or African American, 10.5 percent Filipino, 0.2 percent American Indian or Alaska Native, 0.2 percent Native Hawaiian or Other Pacific Islander, 27.3 percent White and 2.9 percent Multiple (or Not Reported). The most significant change in student ethnic groups since our last charter petition in 2008 is an 8.5 percent increase (29.9 to 38.4 percent) in the Hispanic or Latino population. Additionally, the Filipino population increased 4.9 percent (5.6 to 10.5 percent) and there has been a 5.0 percent drop (32.3 to 27.3 percent) in the White student demographic. Increases are also seen in Armenian and Arabic student populations. Currently, over 2,200 students are eligible for National School Lunch Program ("Free or Reduced Meals"), a marked increase from 36.0 percent to 53.4 percent in the last four years.

Reflecting on the population changes in the GHCHS community over the past six years, a general increase in the number of Hispanic and Filipino students and a decrease in the White (not Hispanic) and Asian student population is noted. These demographic changes have encouraged staff to examine and explore new intervention and instructional approaches to address the language and math needs of all its students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The 2014 Parent Survey showed that parents are confident that students have equal access to a rigorous, relevant, standards-based curriculum, they are satisfied with the quality of instruction and that the school considers the individual needs of students. Parents surveyed are confident that teachers and staff are caring, students feel safe and parents are satisfied with school communications about programs, opportunities and school progress. Results show that parents utilize the Parent Access Center to check their child's progress frequently and they find the information the school provides about the academic growth of their child very useful. Overall, the survey showed very positive support of the instructional program, counseling, college and career counseling and the many student support programs and activities both within and after school that Granada Hills Charter High School offers.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations and walk-throughs are conducted regularly by administrators, department chairs, instructional advisors and teacher peers throughout the school year.

1. Observations show evidence of the implementation of the common core standards, application of critical thinking and levels of questions that engage students to examine the content and apply it to practical situations.
2. Observations also noted evidence of active student participation in using critical thinking to examine and apply content, responding to expanded levels of questioning, engaging in a structured writing process, honing research skills, an increase in student participation and project-based learning.
3. Students are on-task and engaged in learning while teachers utilize strategies for meeting diverse student needs, e.g. active participation, small group instruction, technology, direct instruction, differentiated instruction, cooperative learning and laboratory discoveries.
4. Students are assessed on a regular basis and assessment information is used to guide instruction in the classroom.
5. Classrooms are in good condition and well-equipped with technology for teachers and students, for example, teacher-use computers, student-use computers, LCD projectors and SMARTBoards, internet access, document cameras and other instructional media tools are in use.
6. Classroom and school-wide procedures and routines are evident.
7. Teachers and staff work together to enforce school-wide rules and support students in meeting school and classroom expectations for behavior.
8. Classroom instruction is observed through formal and informal classroom visits by the school administration, department leaders and peer teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All teachers collaborate to develop common benchmark assessments and final exams. Benchmark assessment data is used to refine instruction and differentiate lessons to meet the needs of students. In the absence of State data, NWEA services are being utilized to provide online assessment in English and Math to all our 9-11th grade students. Faculty and administration also use following assessment data to modify instruction and improve student achievement:

- Academic Performance Index (API) Data
- Adequate Yearly Progress (AYP) Data
- California English Language Development (CELDT) Data
- California Standardized Testing (CST) Data
- Northwest Evaluation Association (NWEA) Assessments in English Language Arts and Mathematics
- PSAT testing provided for all students grade 9, 10 and 11 annually
- UC/CSU Eligibility Data
- AP/Honors Course Enrollment and Performance Data
- Early Assessment Program (EAP) for College Readiness in English Language Arts and Mathematics
- Academic Core Completion Data
- Common Assessments
- Course Grade Evaluation

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use internal and external assessment data to inform and modify instruction. All assessment data including past State Assessment and NWEA performance, is uploaded into DataDirector which then provides a comprehensive breakdown of individual student performance data for instructors to provide targeted instruction, tutoring and student support as needed.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of GHCHS teachers are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers participate in weekly professional development and work collaboratively in grade level groups, content groups, program groups based on individual department needs, academic program needs and teacher professional growth plans.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers have access to outside training, workshops, conferences, guest speakers and materials for implementation of the common core state standards.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Beginning Teacher Support and Assessment (BTSA) mentors, Instructor Advisors and Department Chairs as instructional experts provide assistance and support for new and veteran teachers.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers participate in one-hour weekly professional development meetings and work collaboratively in grade level groups, content groups, program groups based on individual department needs, academic program needs and teacher professional growth plans. In addition, academic program instructors meet regularly outside of the instructional day to collaborate, align and develop new curriculum specific to the program.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers and Departments have been working to align curriculum, instruction, and materials to the Common Core State Standards for the past three years.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The Granada Hills Charter High School class schedule adheres to the minimum instructional minutes required by the California Educational Code.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Provided as and when necessary.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have equal access to standards-based instructional materials and are assigned standards-based textbooks and enrichment materials and to be used at school or at home to complete assignments. In addition, students also have full access to electronic library media, ancillary materials and online support.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Granada provides resource teachers, one-on-one support based on individual learning plans, group work, peer tutors, differentiated instruction and materials within the classroom. Student services also include:

- Academic Support Counselor
- After-School General and Subject Specific Tutoring
- CAHSEE Prep
- Subject-Specific Peer Tutoring
- Student Study Teams
- English Learners (EL) Study Skills and Support Groups
- Study Skills Support Groups for EL students
- Therapeutic Services for individual students and groups
- Supplemental Educational Services offered to eligible students

14. Research-based educational practices to raise student achievement

Teachers utilize research-based educational practices within their instructional program. All students have access to before and after school tutoring, electronic library media, textbooks and online support.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our 21st Century Learning Center Grant which is known schoolwide as the After Hours Program or AHA provides before and after school tutoring and enrichment classes for all students as well as targeted student groups for subject specific and small group assistance. Parents are trained in the use of the Parent Access Center to assist and follow-up on student attendance and performance.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Representatives of all school stakeholders; parents, community members, teachers, out of classroom personnel, classified and students, participate on a variety of committees that plan, review and make recommendations to the Governing Board for approval of our SARC, ConApp programs, SPSA and LCAP.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Co-teaching classes, targeted student intervention and after school tutoring is funded by categorical funds to meet the needs of underperforming students.

18. Fiscal support (EPC)

Fiscal support is received through the Local Control Funding Formula, a Perkins Grant and other grants.

Description of Barriers and Related School Goals

The last state issued Academic Performance Index (API) assessment for Granada Hills Charter High School in 2012-2013 was 885 (out of 1000). GHCHS met the participation rate, graduation rate and overall API growth targets, however because performance fell short by our socioeconomic group, the Annual Measurable Objectives (AMO's) schoolwide were not met. The following year, we did

not make Annual Yearly Progress (AYP) as one of the top student subgroups (whose API is over 900), did not meet the required percentage improvement in English Language Arts which then identified Granada Hills Charter as a Year 1 Program Improvement School. With no further API calculation due to the suspended California Standards Tests, high school performance in 2013-2014 was assessed on only two factors: high school graduation rate and 10th grade performance on the California High School Exit Exam. While the school met the graduation rate, CAHSEE performance did not meet the expected growth or attainment of 100% proficiency or above for all student subgroups in English Language Arts and Mathematics. This placed Granada Hills Charter High School into Program Improvement Year 2. The Program Improvement designation will remain until the State of California determines how schools will be assessed with the implementation of the Common Core State Standards Assessments and a new API formula and calculation is established.

Focus for the 2014-2015 year continues to be on closing the achievement gap between the Granada Hills Charter High School student subgroups. Student subgroup data shows that all but one group (Students with Disabilities) have consistently exceeded the State goal of 800 API. Continuous improvement will be supported through expanded opportunities for targeted student support, onsite tutoring and as required, Supplemental Education Services offerings. In addition, our WASC goals are clearly integrated into the GHCHS 2014-2015 Single Plan for Student Achievement (SPSA) incorporating expanded support for our English Learners and Reclassified Fluent English Learners, Foster Youth, College and Career Readiness, and Parent Engagement. Moving toward consolidation of the three required plans: the annual Single Plan for Student Achievement, the LEA Plan and the Local Control Accountability (3 year) Plan (LCAP), this year's SPSA follows closely the previously approved Year 1 LCAP to ensure greater clarity and direction to achieve the established schoolwide goals for staff, students, parents and community.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	3,010	3,069		907	866		129	125		531	538	
Growth API	878	885		886	891		824	850		936	935	
Base API	877	877		886	886		837	816		942	936	
Target	A	A		A	A		A	A		A	A	
Growth	1	8		0	5		-13	34		-6	-1	
Met Target	Yes	Yes		Yes	Yes		Yes	Yes		Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,124	1,185		281	427		1,341	1,272		184	177	
Growth API	844	857		808	830		847	860		620	673	
Base API	836	844		816	808		841	847		614	621	
Target	A	A		A	A		A	A		9	9	
Growth	8	13		-8	22		6	13		6	52	
Met Target	Yes	Yes		Yes	Yes		Yes	Yes		No	Yes	

Conclusions based on this data:

1. All student groups met the API growth targets in 2013.
2. Improved growth in performance is noted by all student groups, with the exception of the Asian student subgroup, traditionally the highest performing student subgroup with an API still consistently above 900. A slight decrease in performance by the Asian student subgroup continues between 2012-2013.
3. While growth is shown, a sizeable achievement gap still exists for the Students with Disabilities with an API below 700 (673). All other subgroups have met and exceeded the state API goal of 800.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99	99	100	99	99	99	100	96	99	100	99
Number At or Above Proficient	789	862	838	230	279	228	34	26	32	166	142	170
Percent At or Above Proficient	78.7	83.2	80.0	79.3	89.4	85.7	73.9	76.5	71.1	90.7	85.0	89.0
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	Yes	No	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99	99	98	100	99	99	100	99	100	99	96
Number At or Above Proficient	268	312	300	62	83	129	231	316	413	12	23	23
Percent At or Above Proficient	71.7	77.4	71.4	59.0	62.4	67.5	68.5	78.0	73.2	22.6	42.6	29.5
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	--	--	--

Conclusions based on this data:

1. All students met Adequate Yearly Progress in 2013 with 83.2 percent of students overall achieving proficient or above performance.
2. In review of all student group performance, all student groups with the exception of the Asian student group improved performance from the prior year. The Asian student subgroup, while still performing at 89% proficient and above, showed a 4.3 percent decrease in the percentage of students achieving proficient or above thus not making AYP for 2013-2014 prompting our first placement in program improvement, year 1.
3. While growth is shown for most subgroups, an achievement gap does exist in percent of students at or above proficient in English Language Arts for English Learners and Students with Disabilities.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99	99	100	100	99	99	100	98	99	100	99
Number At or Above Proficient	806	896	914	232	282	238	35	30	36	172	152	183
Percent At or Above Proficient	80.5	86.3	87.3	79.7	90.1	90.2	76.1	88.2	78.3	94.0	91.0	95.8
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99	100	99	100	100	99	100	99	100	99	96
Number At or Above Proficient	275	322	341	76	101	161	250	332	464	12	20	33
Percent At or Above Proficient	73.9	79.7	81.0	72.4	75.9	83.9	74.6	81.8	82.3	22.2	37.0	42.9
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--

Conclusions based on this data:

1. All students met Adequate Yearly Progress in Mathematics in 2013 with 86.3 percent performing at proficient or above.
2. All student subgroups improved in performance in Mathematics with the exception of the Asian student subgroup, traditionally the highest performing subgroup and the African American subgroup. The Asian student subgroup showed a decrease of 4.8 percent in students achieving a proficient or above and the African American subgroup showed a 9.9 percent decrease in mathematics based on CAHSEE performance between 2013 and 2014..
3. While growth is shown for all subgroups, an achievement gap does exist in percent of students at or above proficient in Mathematics for Students with Disabilities.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	5	23	7	32	5	23	5	23			22
10	8	26	12	39	8	26	1	3	2	6	31
11	8	32	8	32	7	28			2	8	25
12	12	31	15	38	9	23	1	3	2	5	39
Total	33	28	42	36	29	25	7	6	6	5	117

Conclusions based on this data:

1. Data reflects the language levels of the 117 ESL students tested in 2013-2014. This data does not provide information regarding progress or growth until it is viewed at the individual student level. The 22 ninth grade student tested showed the following results, 5 (23.0%) performed at the Advanced Level, 7 (32.0%) at Early Advanced, 8 (26.0%) at Intermediate level and 5 (23.0%) at the Early Intermediate level. There were no ninth grade students assessed at the beginning level. Of the 31 tenth grade students tested the majority were Intermediate or above with 8(26%) performing at the Advanced level, 12 (39%) at Early Advanced, 8 (26%) at Intermediate 1(3%) at Early Intermediate and 2 (6%) at the Beginning level. Eleventh grade student performance show that 8 (32%) are Advanced, 8 (32%) Early Advanced, 7 (28%) are Intermediate and 2 (8%) at the Beginning level. Twelfth grade student performance showed that the majority of students performed at the Early Advanced level or above with 12 (31%) Advanced, 15 (38%) Early Advanced, 9(23%) Intermediate, and 2 (5%) at the Beginning level.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1. Not Yet Available

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	125	99	117
Percent with Prior Year Data	100.0%	99.0%	100.0%
Number in Cohort	125	98	117
Number Met	86	62	80
Percent Met	68.8%	63.3%	68.4%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	68	71	64	57	70	58
Number Met	31	43	23	25	40	30
Percent Met	45.6%	60.6%	35.9%	43.9%	57.1%	51.7%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	No	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	Yes

Conclusions based on this data:

1. All NCLB targets were met in 2013-2014 for Annual Measurable Achievement Objectives - AMAO 1 - Annual Growth.
2. All NCLB targets were met in 2013-2014 for AMAO 2 - Attaining English Proficiency.
3. All targets were met in 2013-2014 for AMAO 3 - Adequate Yearly Progress for the English Learning Subgroup, both by participation rate and percent proficient or above in English Language Arts and Mathematics.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	145,066	136,308	127,887
Percent with Prior Year Data	99.0	99.5	99.6
Number in Cohort	143,584	135,627	127,417
Number Met	80,506	72,377	71,399
Percent Met	56.1	53.4	56.0
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	109,263	61,902	107,937	53,790	105,324	47,588
Number Met	27,046	22,330	28,711	18,795	29,224	17,495
Percent Met	24.8	36.1	26.6	34.9	27.7	36.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. The Data above is Los Angeles Unified School District Data.
2. Granada Hills Charter High School, an independent charter school, exceeds LAUSD performance in Title III Accountability.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Planned Improvement in Student Performance
LEA/LCAP GOAL:
State Priority #4 – Student Achievement Pupil Achievement as measured by: A. Statewide Assessments – ELA/Literacy and Mathematics B. API State Priority #8 - Pupil Outcomes
SCHOOL GOAL #1:
Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth on Statewide assessment in English Language Arts/Literacy and Mathematics, CAHSEE and meet the annual API Growth Target or equivalent. All student subgroups will have access to academic and educational programs as outlined in the school charter. All students will have access to ELA and Math intervention.
Data Used to Form this Goal:
Available 2013 CST Data, 2014 Course Grades/GPA, 2014 CAHSEE Data, 2014 AP Exam Results, Title III Report, CELDT results, EAP Results, eSchool Reports, Cohort Grad Rate, PSAT, SAT and ACT Results, Internal "At-Risk" criteria, Parent Survey and Staff/Leadership Team Feedback
Findings from the Analysis of this Data:
CAHSEE, EAP, Course grades, and PSAT results show that while all student subgroups show improved performance, there still exists a gap in performance level between the subgroups. There is a need to expand availability and opportunities for support throughout the school day in addition to current after school assistance. Increase in targeted student support is also needed to address the performance and skill-level gaps in learning.
How the School will Evaluate the Progress of this Goal:
Reexamine the 2015 CAHSEE pass and proficiency rate results and student subgroup performance, Title III Report, CELDT results, EL Reclassification Rate, NWEA, English Department Writing Benchmarks (quarterly), 2014 Course Grades/GPA, Internal "At-Risk" criteria. 2015 CAHSEE Data, AP, PSAT, SAT and ACT Results Cohort Grad Rate, Parent Survey and Staff/Leadership Team Feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide expanded opportunities for students in terms of course selection, support and needed preparation for access to all programs including IB and AP Capstone (as available) and a longer instructional day	2014-15Academic Year	Administrators Department Leadership Counseling Staff Instructional Staff Classified Staff AHA Supervisor AHA Staff	Expand instructional day with opportunities for 0-7 periods - to enable all students greater access to a broad course of study and a longer instructional day - increase staffing	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	608,122
			Provide supervised gap period open study hall	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	20,000
			Expand security for 7 period day	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,000
			Provide extended tutoring opportunities in Math, ELA and Science	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	40,000
			Provide extended tutoring opportunities in Math, ELA and Science	2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	20,000
			Summer Transition Academy to provide for incoming student assessment, evaluation, assistance, intervention and enrichment in ELA and Math as well as acclimation to the high school environment and school expectations.	1000-1999: Certificated Personnel Salaries	LCFF - Base	200,000
			Co-teach select CP English classes, Social Studies, Science, Algebra 1, Algebra 2 and Geometry classes.	1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Common Core Testing Preparation and Student Progress Data to determine needs assessment and readiness	2014-15Academic Year	Administrators Department Leadership Testing Coordinator IT Staff Instructional Staff	NWEA Common Core Testing Preparation	5000-5999: Services And Other Operating Expenditures	Common Core	25,000
			eSchool Individual Teacher Dashboard Development for instructional staff to track and maintain performance data on all students for early assessment of intervention strategies and follow-up - eSchool Consultant	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,000
			Provide Professional Development on testing preparation, procedures, data collection, data evaluation and student remediation and instructional support.	5800: Professional/Consulting Services And Operating Expenditures	Common Core	10,000
			Provide professional development opportunities for continued integration of the Common Core and higher level critical thinking into lesson planning and cross-curricular project planning	1000-1999: Certificated Personnel Salaries	Common Core	40,000
			Expand student access to computers and ebooks	4000-4999: Books And Supplies	Common Core	50,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide for access to ELA and Math Intervention and support for all students	2014-15Academic Year	Administrators Department Leadership Counseling Staff Instructional Staff AHA Support Staff	Extended counseling hours - Counselors determine intervention needed, including peer tutoring, targeted tutoring and credit retrieval opportunities, identify students for SSTs and other assistance to insure academic success.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000
			Expand before and afterschool activities for instructional support, targeted tutoring, enrichment and other Programs that engage students in improving math and ELA skills	2000-2999: Classified Personnel Salaries	Other	15,000
			Provide staffing for 5th Period Study Hall to traveling team sports to insure academic success	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,000
			AHA Supervisor - After School Student Support and Engagement	2000-2999: Classified Personnel Salaries	Other	22,000
			AHA Assistant - After School Student Support and Engagement	2000-2999: Classified Personnel Salaries	Other	15,000
			Expand before and afterschool activities for instructional support, targeted tutoring.	1000-1999: Certificated Personnel Salaries	Other	100,000
			Provide access to SES Services provisional to PI Year 2 requirements	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	140,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide CAHSEE Preparation and Support Classes	2014-15Academic Year	Administrators Department Leadership Counseling Staff Instructional Staff AHA Support Staff	Provide zero period CAHSEE Prep courses for targeted students	2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide specialized support services for Foster Youth	2014-15Academic Year	Foster Youth Coordinator/Case Carrier Foster Youth Counselor	Foster Youth Coordinator/Case Carrier - Support smooth transition into school culture, collaborate with Deans' office to monitor pupil suspension, expulsion and maintain working relationship with foster homes and agencies.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	90,000
			Foster Youth Counselor - Monitor progress on AB 167 transcript evaluation, course placement advisement and support. Insure appropriate course access, assess ELA and Math support and credit retrieval needs,	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000
			Foster Youth Classified Personnel - Mentor and monitoring of Acellus Program - Part time	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,000
			Foster Youth Access to Credit Retrieval Coursework - Acellus	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,000
			Provide training, workshops and conference attendance for key personnel regarding the Foster Youth Program and Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement differentiated skills classes to address the behavioral, literacy, social skills or study skills for students in the special education program.	2014-15 Academic Year	Administrators, teachers, and classified staff	For students with the Autism Spectrum Disorders- to improve their social and emotional skills and be more comfortable interacting with peers and adults.	1000-1999: Certificated Personnel Salaries	Special Education	25,000
			For students in need of behavior support- to learn the tools necessary to manage problem behaviors.	1000-1999: Certificated Personnel Salaries	Special Education	25,000
			For all students in the special day class program-to receive intensive resource like support in a learning laboratory model.	1000-1999: Certificated Personnel Salaries	Special Education	25,000
			For all students in special education- to read at grade level, perform on CST and CMAs at grade level as much as possible, to graduate, to transition to post-secondary options, and access the curriculum as much as possible with the help of targeted support classes.	1000-1999: Certificated Personnel Salaries	Special Education	25,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional support for At Risk and Credit Deficient students	2014-15 Academic Year	Administrators, Instructional Staff	Senior Boot Camp - Senior student access to Acellus Program	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	50,000
			Senior Boot Camp - Instructional Support and Assistance	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,000
			Summer School Remedial Coursework	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	150,000
			Summer School Support Staff and Grounds services	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Support of EL and RFEP Students
LEA/LCAP GOAL:
State Priority #2 – Implementation of Common Core State Standards (CCSS) B. EL Students and Academic Content Knowledge Implementation of state-adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency State Priority #4 – Student Achievement Pupil achievement as measured by: D. EL Progress E. EL Reclassification Rates
SCHOOL GOAL #2:
All EL students will gain academic content knowledge through the state-adopted academic content and performance standards. Increase the Reclassification Rate and English Language Proficiency of all EL and RFEP Students. EL and RFEP students will perform at grade level on the CA ASPP statewide assessment.
Data Used to Form this Goal:
Available 2013 CST Data, 2014 Course Grades/GPA, 2014 CAHSEE Data, PSAT Results, Graduation Rate, UC/CSU A-G Requirement Completion, 2014 AP Exam Results, Title III Report, CELDT results, EL Reclassification Rate, eSchool Reports, Department Writing Benchmarks
Findings from the Analysis of this Data:
EL students not making adequate progress towards reclassification need to be identified early and provided support in ELA and Mathematics. RFEP students who are still designated at risk at not completing A-G requirements need to be identified and provided support. EL students who have completed the ESL1-4 series but have not yet been reclassified need additional targeted support based upon the GPA and testing data results to support reclassification prior to graduation. In 2014, approximately eighty seniors had yet to be reclassified prior to graduation. Need to increase the EL and RFEP Parent Engagement and participation in ELAC.
How the School will Evaluate the Progress of this Goal:
Reclassification rate, CELDT performance, cohort graduation rate, completion of A-G requirements, improvement in course grades, GPA, enrollment in advanced level classes, PSAT, CAHSEE and Department writing benchmark performance.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued implementation of state-adopted standards CCSS the ESL Curriculum.	2014-15 Academic Year	Administrator EL Coordinator ESL Instructional Staff EL Assistants	ESL Instructional Staff ESL Assistants	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF - Supplemental Title III Part A: Language Instruction for LEP Students	140,000 14,000
Designation of an out-of-classroom EL Coordinator to monitor, support EL and RFEP students for: 1) assessment of academic progress 2) timely reclassification 3) determination of intervention needed in ELA and Math utilizing resources such as Language-alike Peer Tutors, course tutoring and credit retrieval opportunities.	2014-15 Academic Year	Administrator EL Coordinator ESL Instructional Staff ELA and Math Instructional Staff EL Assistants EL Counselor Deans' Office	EL Coordinator	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	125,000
Designated EL Counselor to monitor transcripts, coursework and work collaboratively with the EL Coordinator in support of all EL and RFEP students	2014-15 Academic Year	Administrator EL Coordinator EL Instructional Support Staff EL Assistants	EL Counselor	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	27,500
Targeted Tutoring and intervention in ELA utilizing resources such as Language-alike Peer Tutors, course tutoring and credit retrieval opportunities.	2014-15 Academic Year	Administrator EL Coordinator ESL Instructional Staff ELA and Math Instructional Staff EL Assistants EL Counselor AHA Supervisor and Assistant AHA Tutoring Staff	AHA Tutoring Staff Credit retrieval coursework	2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program LCFF - Supplemental	50,000 120,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase EL and RFEP Parent Engagement and ELAC participation	2014-15 Academic Year	Administrator EL Coordinator ESL Instructional Staff EL Assistants EL Counselor AHA Supervisor/Parent Engagement Supervisor and Assistant	Title I Supervisor	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	21,000
			Title 1-Parent Engagement Assistant	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	17,000
			Quarterly Pan con Café Parent meetings	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,000
			Increased Support of ELAC Committee and Parent Leadership	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,000
Provide schoolwide Professional Development on implementation of the CCSS with specific application of SDAIE and ELD instructional strategies and appropriate use of differentiation.	2014-15 Academic Year	Administrator EL Coordinator ESL Instructional Staff EL Assistants EL Counselor	CTEL Assistance Program for Staff	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			Schoolwide Professional Development on implementation of the CCSS with specific application of SDAIE and ELD instructional strategies	1000-1999: Certificated Personnel Salaries	Common Core	30,000
All teachers of English Learners, EL and RFEP will be appropriately certified in SDAIE and ELD instructional strategies	2014-15 Academic Year	Administrator EL Coordinator ESL Instructional Staff EL Assistants EL Counselor	Provide support to instructional staff for completion of their SDAIE Training and Certification with a CTCL Assistance Program for staff.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA/LCAP GOAL:
State Priority #4 – Student Achievement Pupil Achievement as measured by: C. College and Career Ready F. AP Exam Passage Rate G. College Preparedness/EAP
SCHOOL GOAL #3:
Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) are on track to be college and career ready. All students will graduate with completion of A-G Courses with a C or better.
Data Used to Form this Goal:
2014 Course Grades/GPA, EAP Results, eSchool Reports, Cohort Grad Rate, UC/CSU A-G Completion Rate, 2014 AP, PSAT, SAT and ACT Exam Results, College acceptance rate, Parent input and Staff/Leadership Team Feedback
Findings from the Analysis of this Data:
73.2% of 2013 graduates had completed A-G requirements. 94% of graduates were accepted to a college (self-reported). Individual reports do not provide overall college readiness or progress towards readiness. Development of a variety of criteria to establish college and career readiness and progress towards readiness is needed. College readiness of 11th graders in Math and English shows a slight decline.
How the School will Evaluate the Progress of this Goal:
2015 Course Grades/GPA, EAP Results, eSchool Reports, Cohort Grad Rate, UC/CSU A-G Completion Rate, 2015 AP, PSAT, SAT and ACT Exam Results, Internal "At-Risk" criteria, Parent input and Staff/Leadership Team Feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop formalized report that includes 2015 Course Grades/GPA, EAP Results, UC/CSU A-G Completion Rate, 2014 AP, PSAT, SAT and ACT Exam Results to assess readiness.	2014-15 Academic Year	Administrators Leadership Team COGNOS Consultant (Warren Hall)	College Readiness COGNOS Report	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			Provide PSAT and AP Data to ELA and Math instructional staff for instructional support and remediation purposes	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000
Provide extended opportunities for ELA Support and Writing Preparation beyond the classroom	2014-15 Academic Year	AHA Supervisor & Assistant AHA Instructional Staff	AHA - SAT Writing Workshops offered to targeted students	2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	5,000
			AHA - Enrichment Workshops incorporating writing skills	0001-0999: Unrestricted: Locally Defined	Other	5,000
Provide opportunities for SAT preparation courses	2014-15 Academic Year	College and Career Office External Vendors	Fee assistance for Free and Reduced students to access SAT Prep Courses	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15,000
			Provide Mock SAT, Essay Writing Workshops, Research in college differences and understanding financial aid for students	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	20,000
			Provide early parent education on college options and financial aid - how to navigate the system	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide earlier introduction to college programs with college tours and partnerships for targeted student population	2013-14 Academic Year	Counseling, College and Career Office External Vendors	Expand the four-year academic plan to include college and career transition to earlier grades	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000
			Provide student access to visiting college presentations	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,000
			Provide schoolwide and community college fair	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,000
Provide schoolwide access to Naviance - College Readiness Program	2013-14 Academic Year	Administrators College Office Teachers	Provide training and student access to Naviance Program for College Readiness Assessment	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	300,000
			Naviance College Readiness Program	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	300,000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA/LCAP GOAL:
State Priority #3 - Parental Involvement Parental involvement, including parent participation and efforts to seek parent input for decision-making
SCHOOL GOAL #4:
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.
Data Used to Form this Goal:
Parent Surveys, Meeting Agendas, Sign-ins and Rosters, Available Parent Engagement Data
Findings from the Analysis of this Data:
Engaging parents in the many activities that take place on the high school campus is difficult. While "Back to School Night" and "Open House" is well attended, inconsistency is noted in attendance at the Parent Advisory Meetings, ELAC Meetings and standing committee meetings that require parent input and decision-making.
How the School will Evaluate the Progress of this Goal:
The school will make greater attempts at engaging parents and continue building a "representative" model for each of the Academic Programs as well as the committees at large to increase parent engagement. Annual Surveys will continue to be promoted to gain feedback and recommendations for further improvements.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Outreach Meetings will be held at least twice per year. Services will be extended to provide for English translation and possibly child care in the expansion of parent meetings to address the needs of students.	Academic Year 2014-15	Administrators EL Coordinator Parent Engagement Supervisor Parent Engagement Assistant	ELAC Meetings - minimum twice per semester	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
			Pan con Café Saturday meetings - minimum twice per semester	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500
			Parent Advisory and Title I Meetings - minimum of twice per semester	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000
			Parent Support Meetings for Targeted Assistance (e.g. SES Services to eligible students, Algebra I Parent support meetings) as needed	2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	1,000
Parent training and Workshop Opportunities	Academic Year 2014-15	Administrators Counselors Parent Engagement Supervisor Parent Engagement Assistant	Parent Training Workshops in the Home Access Center, navigating the school website, accessing teachers and counselors, the school communication process and services in English and in Spanish - offered as needed	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500
Parent access to Counseling	Academic Year 2014-15	Administrators Counselors	Extended evening Counseling Hours	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base		
LCFF - Supplemental		
Title I Part A: Allocation		
Title II Part A: Improving Teacher		
Title III Part A: Language Instruction for Special Education		
Common Core		
Lottery: Instructional Materials		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Common Core	155,000.00
LCFF - Base	200,000.00
LCFF - Supplemental	2,228,122.00
Other	157,000.00
Special Education	100,000.00
Title I Part A: Allocation	140,000.00
Title I Part A: Parent Involvement	41,000.00
Title I Part A: Targeted Assistance Program	396,000.00
Title III Part A: Language Instruction for LEP Students	14,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	1,960,622.00
2000-2999: Classified Personnel Salaries	667,000.00
4000-4999: Books And Supplies	50,000.00
5000-5999: Services And Other Operating Expenditures	251,500.00
5800: Professional/Consulting Services And Operating	497,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Common Core	70,000.00
4000-4999: Books And Supplies	Common Core	50,000.00
5000-5999: Services And Other Operating	Common Core	25,000.00
5800: Professional/Consulting Services And	Common Core	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	200,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,190,622.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	467,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	223,500.00
5800: Professional/Consulting Services And	LCFF - Supplemental	347,000.00
0001-0999: Unrestricted: Locally Defined	Other	5,000.00
1000-1999: Certificated Personnel Salaries	Other	100,000.00
2000-2999: Classified Personnel Salaries	Other	52,000.00
1000-1999: Certificated Personnel Salaries	Special Education	100,000.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	140,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	38,000.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	300,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	96,000.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP	14,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,165,122.00
Goal 2	562,500.00
Goal 3	690,000.00
Goal 4	13,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brian Bauer, Executive Director	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
James Salin, At Large Member (Chair)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sonja Brown, Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joan Lewis, Administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Norman Holloway, Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marty Eisen, Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kenneth Horwitz, Retired Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jesus Vaca, At Large Member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leila Vickers, At Large Member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brian Mancini, Classified	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thomas Han, Student Liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category:	1	2	2	5	1


At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances


The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- English Learner Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):
Parent Advisory


Signature


Signature


Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 13, 2014.

Attested:

Brian S. Bauer		13 October 2014
Typed Name of School Principal	Signature of School Principal	Date
James W. Salin		13 Oct. 2014
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

ABBREVIATIONS

AMAOs	Annual Measurable Achievement Objectives
API	Academic Performance Index
AYP	Adequate Yearly Performance
BTSA	Beginning Teacher Support and Assessment– Now called the Teacher Induction Program
CAHSEE	California High School Exit Exam
CCSS	Common Core State Standards
ConApp	The Consolidated Application (ConApp) – Used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs
CTEL Exam	California Teacher of English Learners Exam
EPC	Essential Program Components – Title I Support academic student achievement in English/reading/language arts (ELA) and mathematics
EL	English Learners
ESEA	Elementary and Secondary Education Act
ESLRs	Expected Schoolwide Learning Results
DataDirector	Database of historical student performance in course and state assessment
GHCHS	Granada Hills Charter High School
LCAP	Local Control Accountability Plan – Three-year projected local school plan
LCFF	Local Control Funding Formula - replaces Categorical Funding by the State
LEA Plan	Local Education Agency Plan – approved by the State of CA describes the actions LEAs will take to ensure that they meet established program requirements
NCAA	National Collegiate Athletic Association
NCLB	No Child Left Behind - Federal legislation that required states, school districts, and schools to ensure all students are proficient in grade-level math and reading by 2014
NWEA	Northwest Evaluation Association - Provides online Common Core based Assessment Program
SARC	School Accountability Report Card
SBE	State Board of Education
SPSA	Single Plan for Student Achievement - Annual local school plan
WASC	Western Association of Schools and Colleges - Accrediting Commission for Schools