

Granada Hills Charter High School Staff, Parent, and Student Satisfaction Survey Results

March 28, 2017

Judie Baumwirt, Administrative Director, Instruction
Granada Hills Charter High School

Submitted By:

Priscilla Wohlstetter, Ph.D.
Director, Survey Research Initiative
Teachers College, Columbia University

Brielle McDaniel
Graduate Assistant, Survey Research Initiative
Teachers College, Columbia University

Paul Kim
Graduate Assistant, Survey Research Initiative
Teachers College, Columbia University

Rachel Gorsky
Graduate Assistant, Survey Research Initiative
Teachers College, Columbia University

For information, contact:
sri@tc.columbia.edu

Table of Contents

Introduction.....	3
I. Overall School Rating	4
Staff.....	4
II. Teaching & Learning.....	5
Staff.....	5
Parents.....	6
Students.....	7
III. Interpersonal Relationships.....	8
Staff.....	8
Parents.....	9
Students.....	10
IV. School Safety	11
Staff.....	11
Parents.....	12
Students.....	13
V. Open-Ended Responses: Strengths	15
Staff.....	15
Parents.....	17
Students.....	19
VI. Open-Ended Responses: Improvements.....	22
Staff.....	22
Parents.....	24
Students.....	26
Conclusion	31
Appendix: Respondent Demographics.....	34
Staff.....	34
Parents.....	36
Students.....	40

Introduction

Granada Hills Charter High School (GHCHS) is located in Granada Hills, California and was founded in 1960 as a traditional public school. In 2003, the school converted to charter status, serving students in 9th through 12th grade. In the 2016-2017 school year, GHCHS enrolled 4,410 students. GHCHS's mission is to provide a positive student-centered environment in which all students develop academic and practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse society.

Design of the Survey

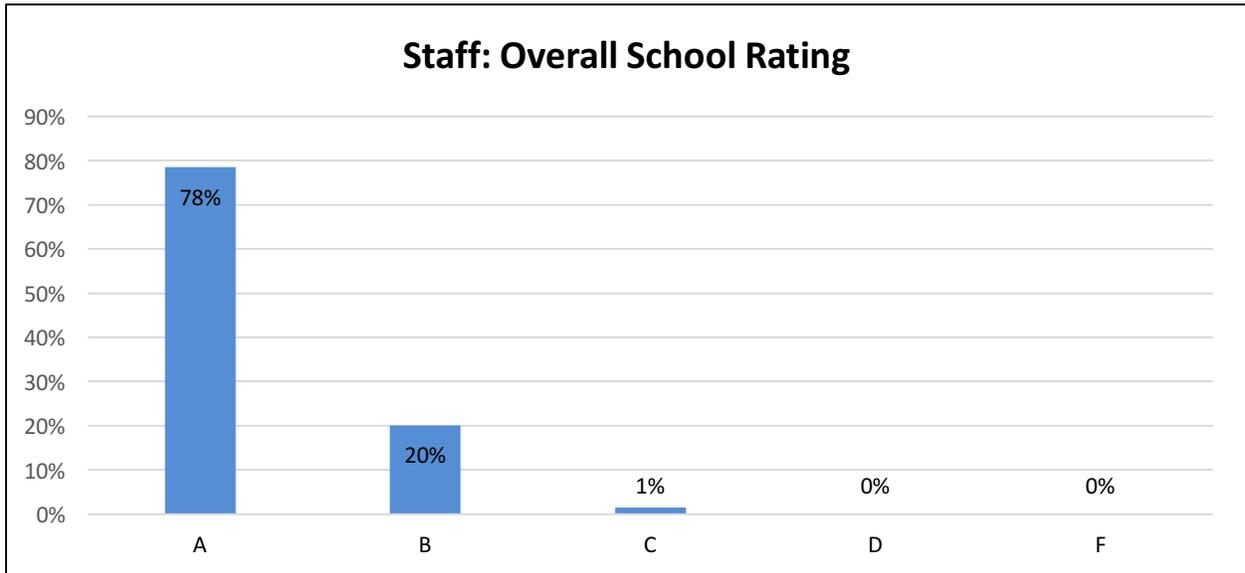
In collaboration with Granada Hills Charter High School, the Survey Research Initiative created staff, parent, and student surveys to gather information on the school's performance. Survey questions sought information about satisfaction with teaching and learning, interpersonal relationships, and school safety. The surveys were created online through Qualtrics in English.

The staff survey contained 21 survey items and two open-ended questions; the parent survey had 26 survey items and two open-ended questions; and the student survey included 26 survey items and two open-ended questions. Surveys were available online to all staff, parents, and students for two weeks. A total of 221 staff, 764 parents, and 2,623 students took the survey. With the high response rates among each stakeholder group, survey results are generalizable to the entire Granada Hills Charter High School population.

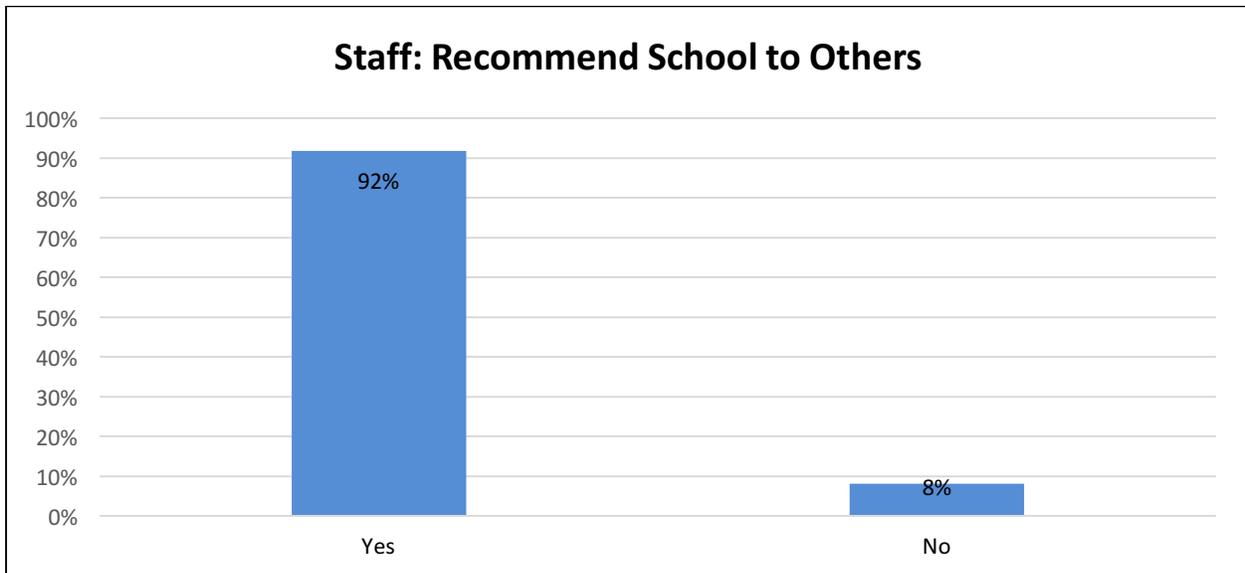
Organization of the Report

We have organized this report into six different sections. The Likert Scale items, along with the open-ended responses are summarized in the six sections. Open-ended questions offered participants an opportunity to comment on both GHCHS's areas of strengths and opportunities for improvement. In the conclusion, we discuss overall trends. The appendix presents demographic characteristics of the respondents. Under separate cover, we provide a benchmarking report which compares stakeholder satisfaction results from Granada Hills to other similar high schools in California.

Overall School Ratings

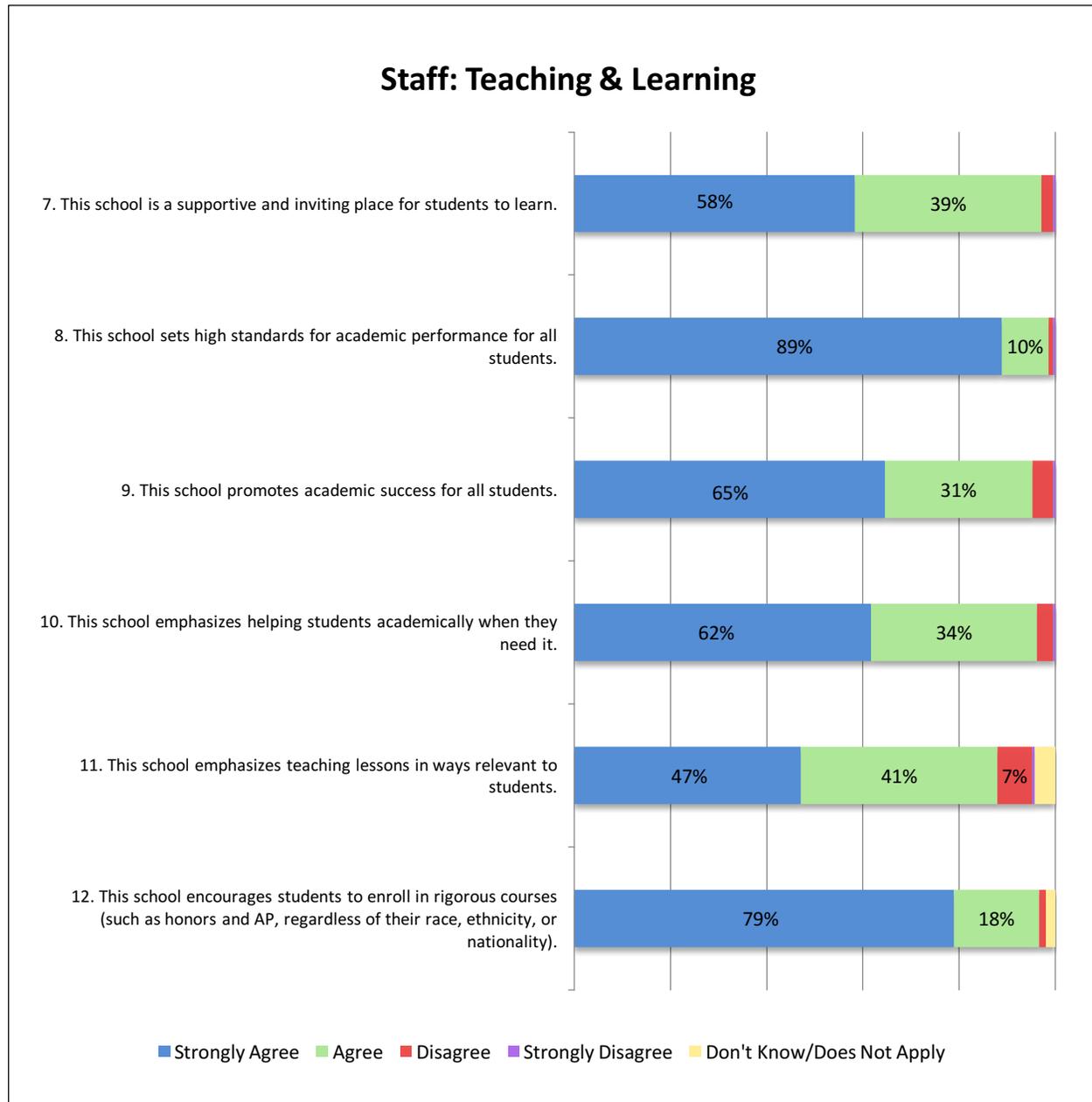


In general, staff felt positively about Granada Hills Charter High School. Over three quarters of the staff gave the school an “A” rating. A smaller percentage of staff gave the school a rating of “B” (20% / 42 responses). Only three staff members gave the school a “C” rating.



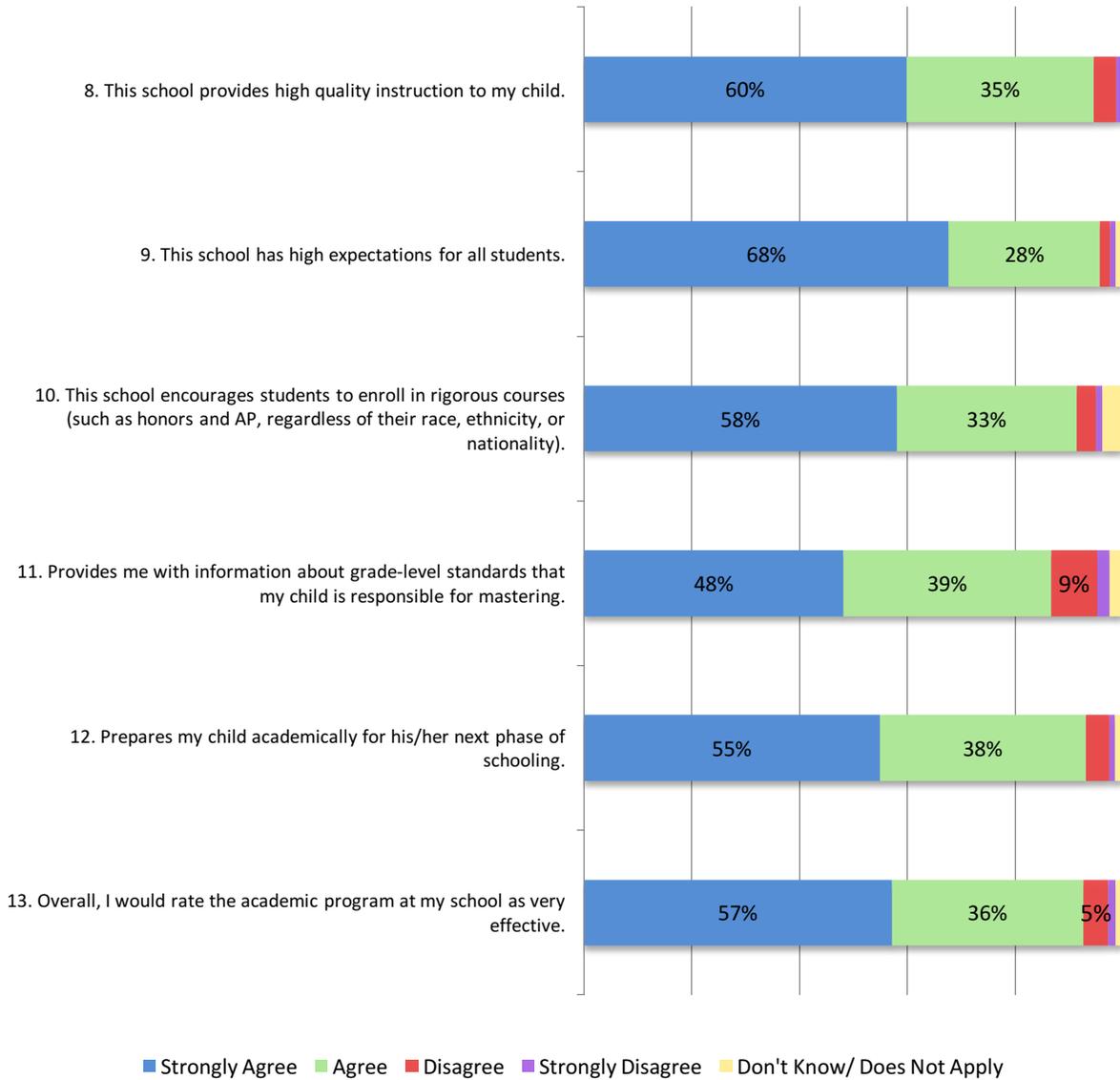
Ninety-two percent of staff would recommend Granada Hills Charter High School to a friend or family member (191 responses), compared to only 8% of staff who would *not* (17 responses).

Teaching & Learning

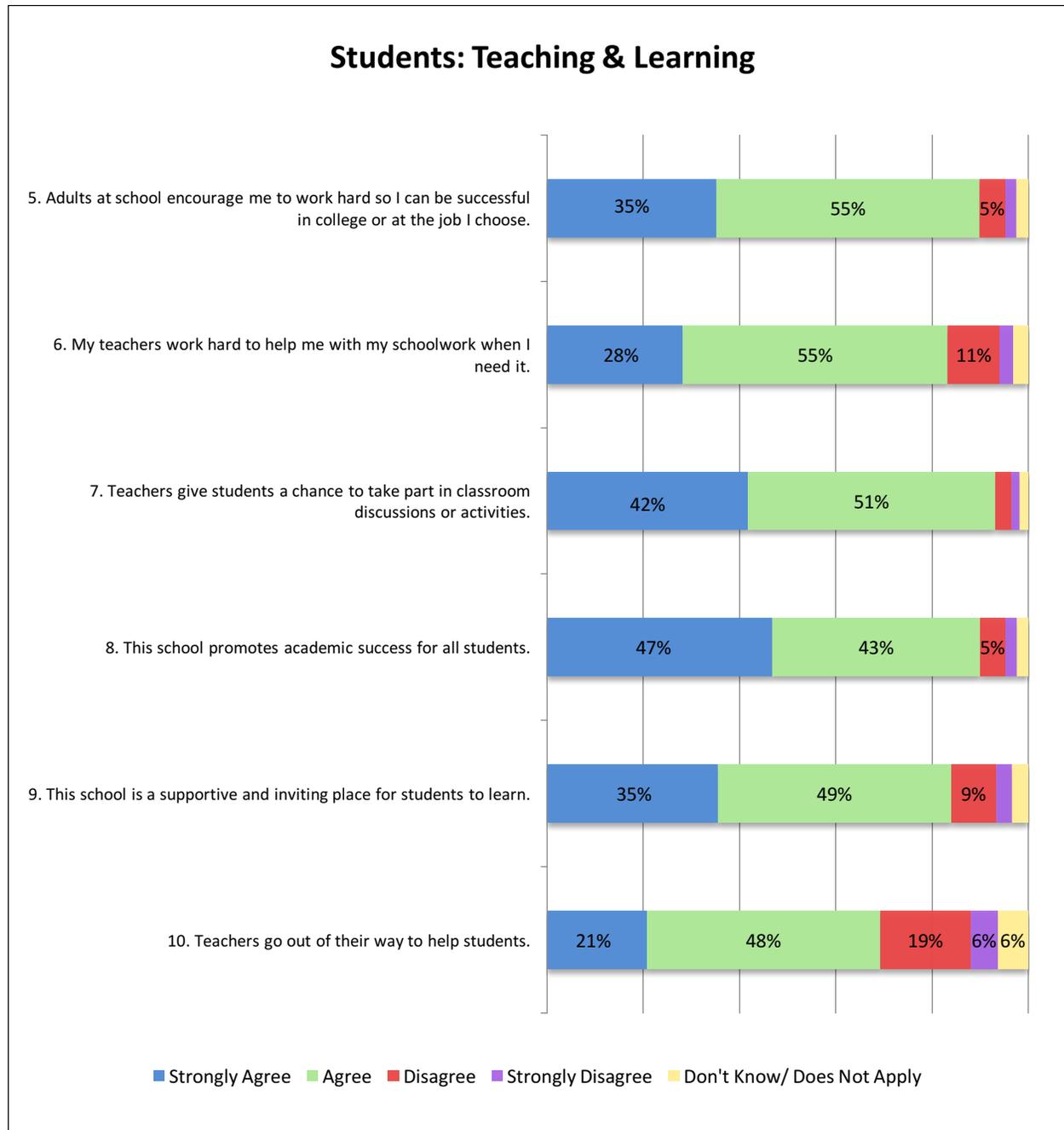


Staff evaluations of teaching and learning at Granada Hills Charter High School were overwhelmingly positive. Overall, most staff agreed that the school is a supportive and inviting place to learn (97% / 203 responses). Additionally, nearly every staff respondent agreed that the school sets high academic standards for all students (99% / 205 responses). About 96% of staff members felt that the school emphasizes helping students academically, and 98% agreed that the school encourages students to enroll in rigorous courses regardless of their race, ethnicity, or nationality. Finally, 88% of staff respondents agreed that the school emphasizes teaching that is relevant to students, compared with only 7% who *disagreed* (16 responses).

Parents: Teaching & Learning

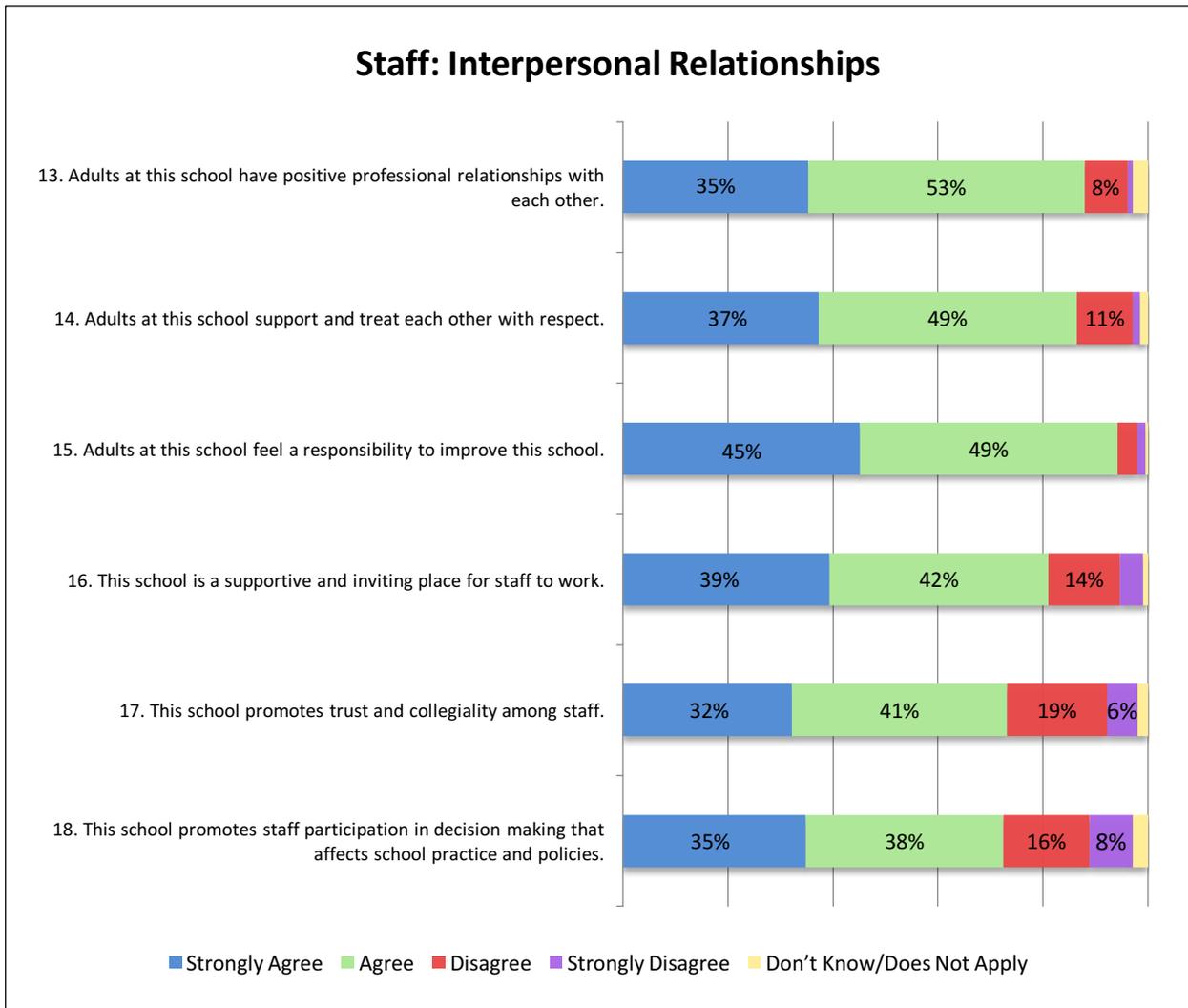


Overall, the vast majority of parents rated the academic program at Granada Hills as very effective (93% / 696 responses). Similarly, 95% (716 respondents) felt the school had provided high quality instruction, and 96% (723 respondents) felt the school had high expectations for all students. Additionally, the overwhelming majority of parents (93% / 704 responses) agreed that Granada Hills prepared their child academically for his/her next phase of schooling. However, although the majority of parents (87% / 657 respondents) agreed the school provided information about grade-level standards that their child was responsible for mastering, 13% (101 respondents) *did not*.



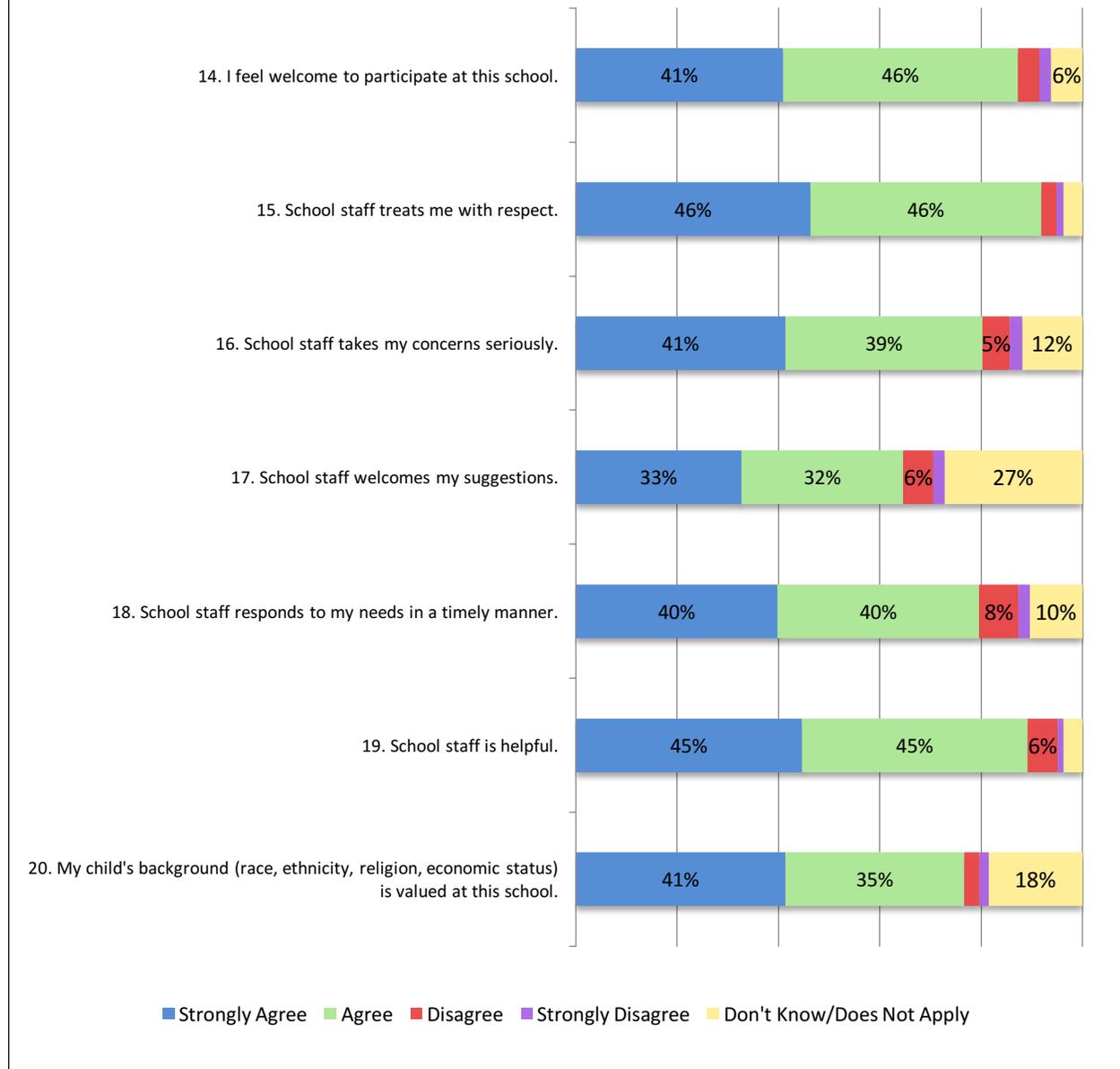
In evaluating teaching and learning at Granada Hills Charter High School, most students agreed that the adults at school encourage students to work hard (90% / 2,323 students) and that teachers work hard to help students who need it (83% / 2,149 students). The overwhelming majority (90% / 2,402 students) agreed that the school promotes academic success for all students. Similarly, around 85% of respondents felt that the school was a supportive and inviting place for students to learn. Around 70% of students agreed that teachers went out of their way to help students, compared with a quarter of all students who *did not agree*.

Interpersonal Relationships

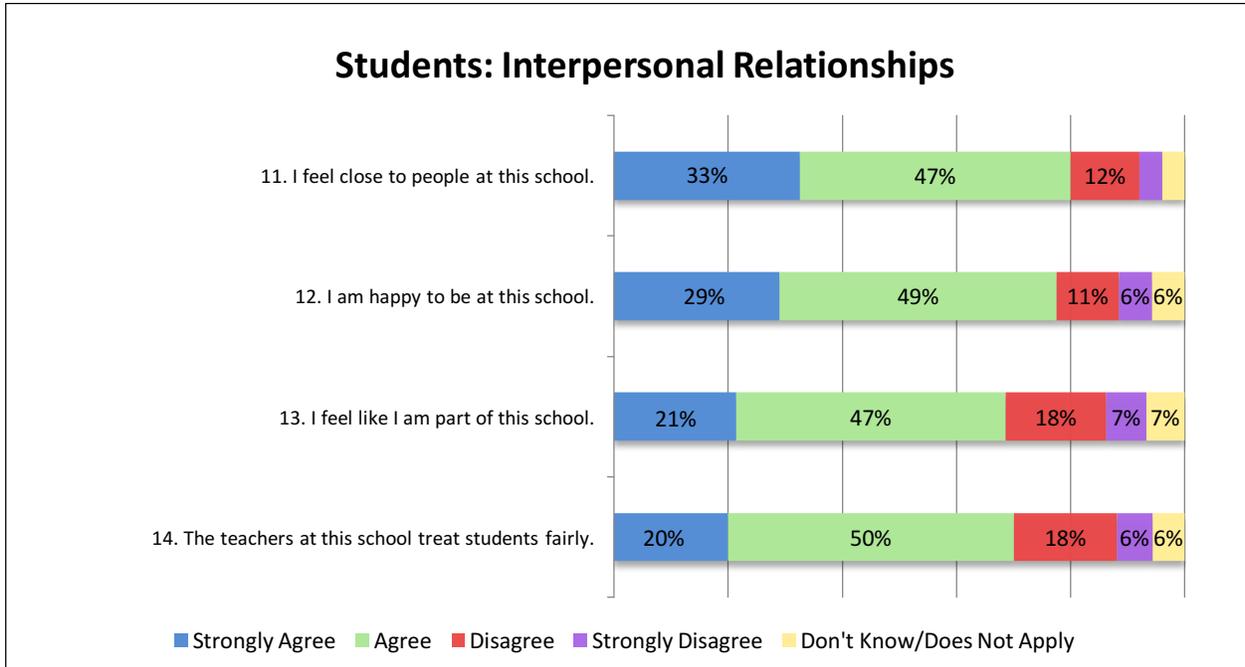


Staff responses about interpersonal relationships were highly positive. A large majority (88% / 182 responses) felt that adults at GHCHS have positive professional relationships. Additionally, nearly all respondents agreed that adults feel a responsibility to improve the school (95%). Roughly 80% (167 responses) agreed that the school is a supportive place to work. Similarly, about three-quarters of staff felt that the school promotes participation in decision making, as well as trust and collegiality among staff (150 responses).

Parents: Interpersonal Relationships

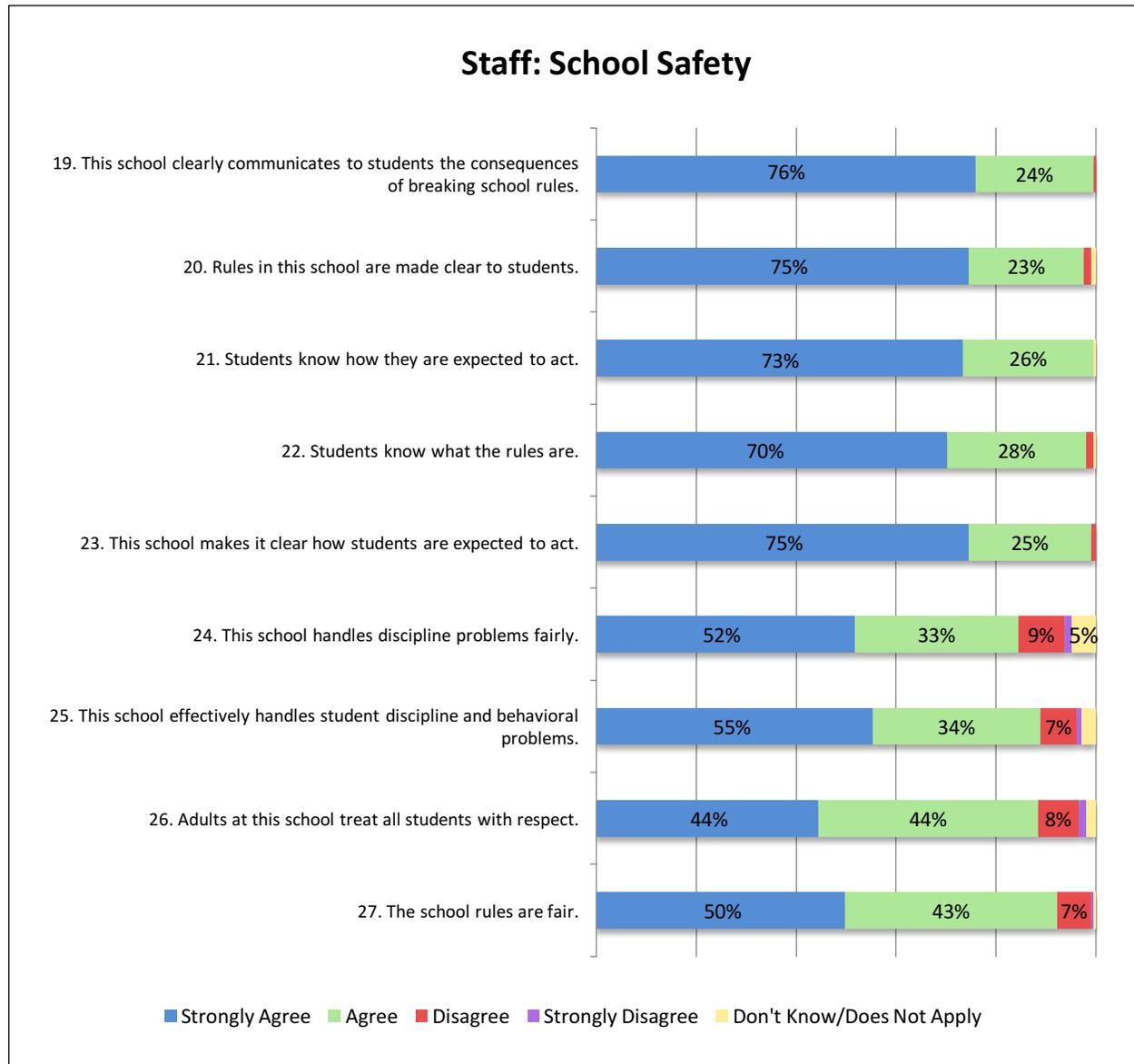


Overall, most parents were highly satisfied with the interpersonal relationships at their child's school. A vast majority of parents felt that they were welcomed to participate at the school (87% / 665 responses). Ninety-two percent of parents (700 responses) agreed that the school staff treated them with respect, and 90% (677 responses) felt the school staff was helpful. Fewer parent responses (65% / 490 responses) felt the school staff welcomed their suggestions. Additionally, a majority of parents (76% / 582 responses) felt their child's background was valued at the school, 24% (177 responses) *did not*.



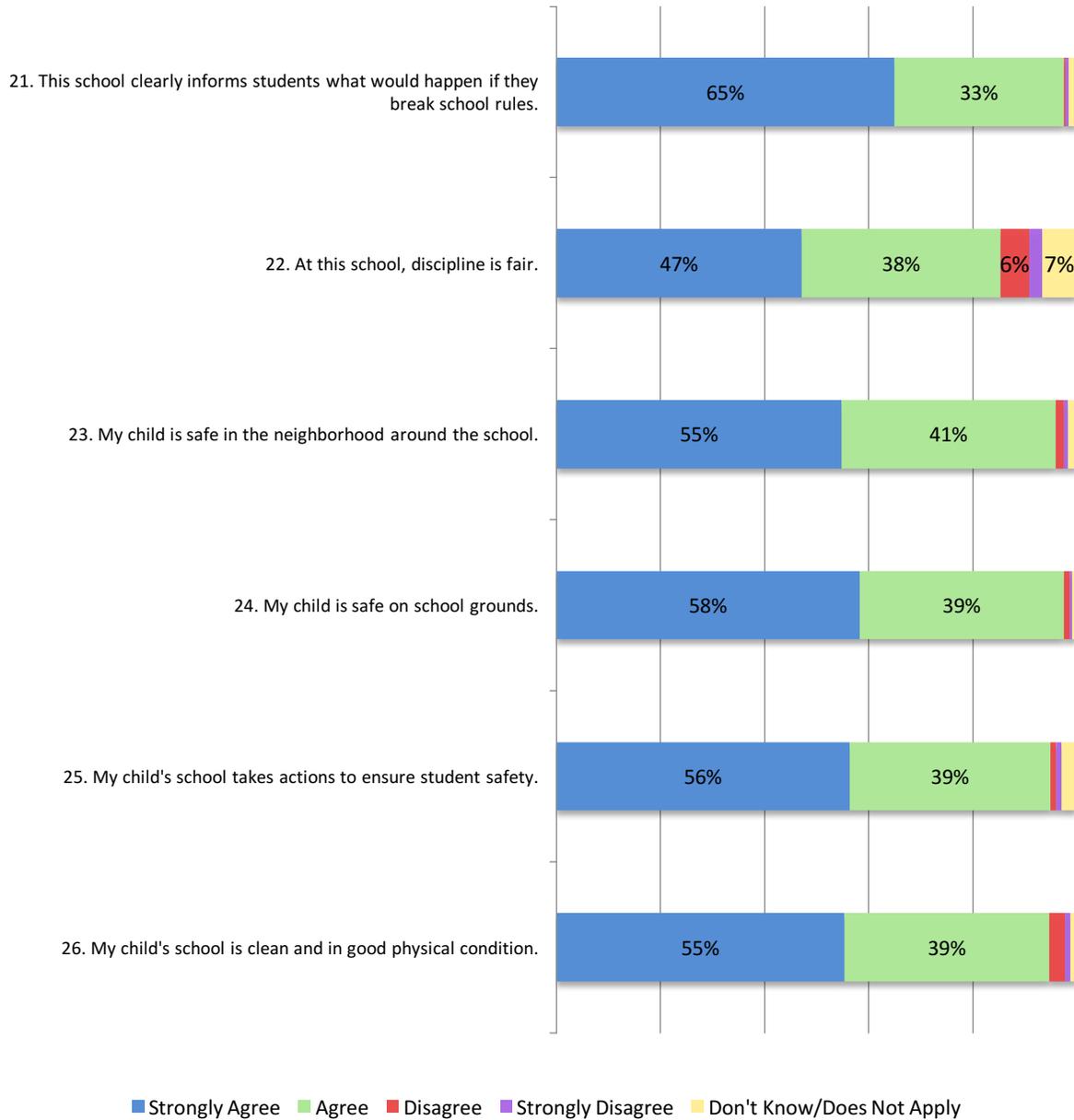
In general, students were satisfied with the quality of interpersonal relationships at Granada Hills Charter High School. The vast majority reported that they are happy to attend GHCHS (78% / 631 responses) and that they felt close to people at the school (80% / 2,048 responses). However, a quarter of respondents *did not* feel like a part of the school community or that teachers treated all students fairly (622 responses).

School Safety



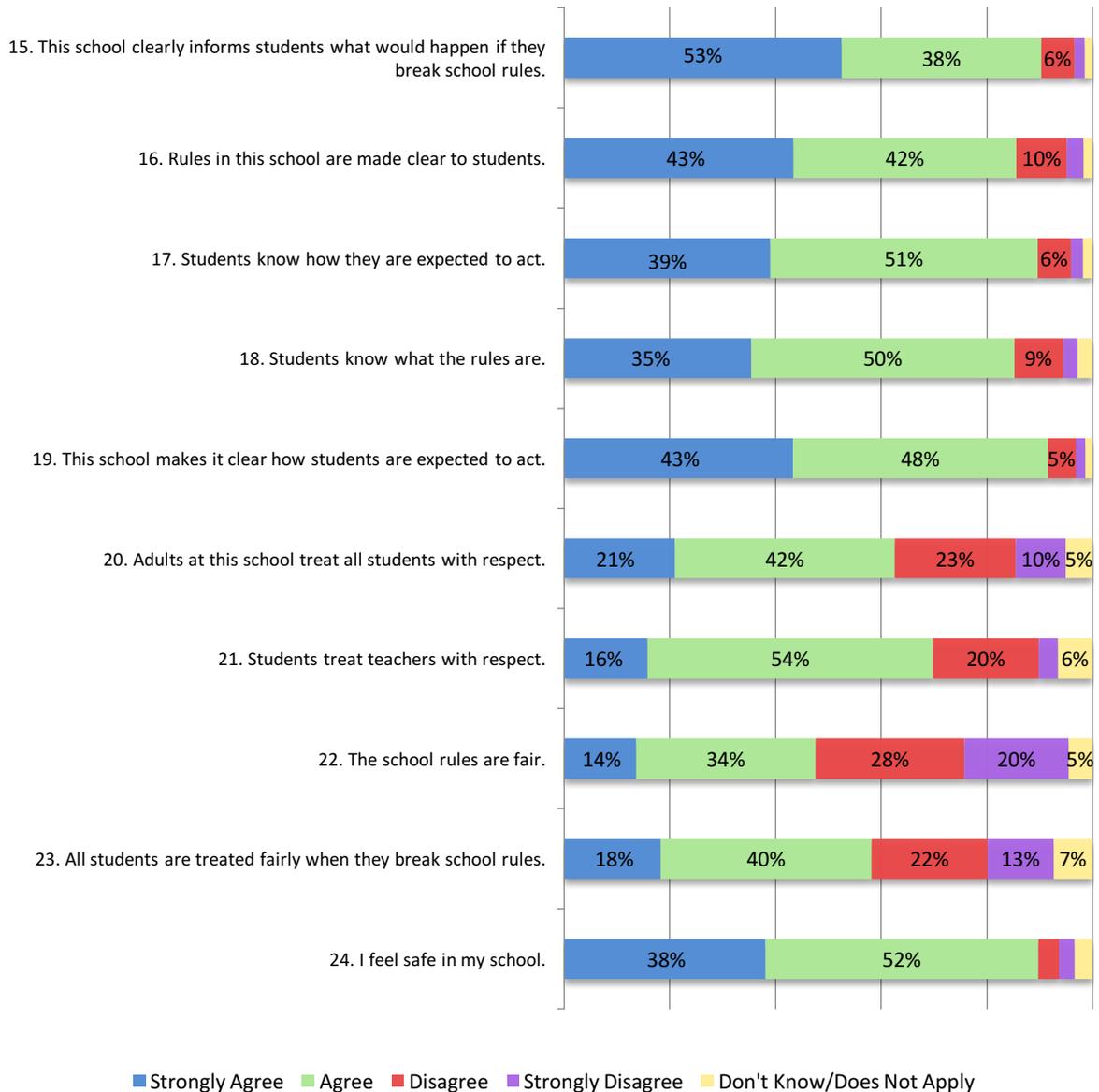
Staff at Granada Hills Charter High School overwhelmingly agreed that the school does a good job of communicating rules to students and that students understand the rules and consequences of breaking school rules (100% / 207 responses). Similarly, 98% of staff agreed that rules are made clear to students (203 responses). Ninety-nine percent of staff felt that students know how they are expected to act (206 responses) and 98% agreed that students know what the rules are. However, 10% of staff members *did not* feel that the school handles discipline problems fairly (22 responses). Additionally, while 89% of staff respondents (185 responses) agreed that the school effectively handles student discipline and behavioral problems, eight percent (17 responses) *disagreed*. Finally, 93% of staff members felt that school rules are fair (191 responses).

Parents: School Safety

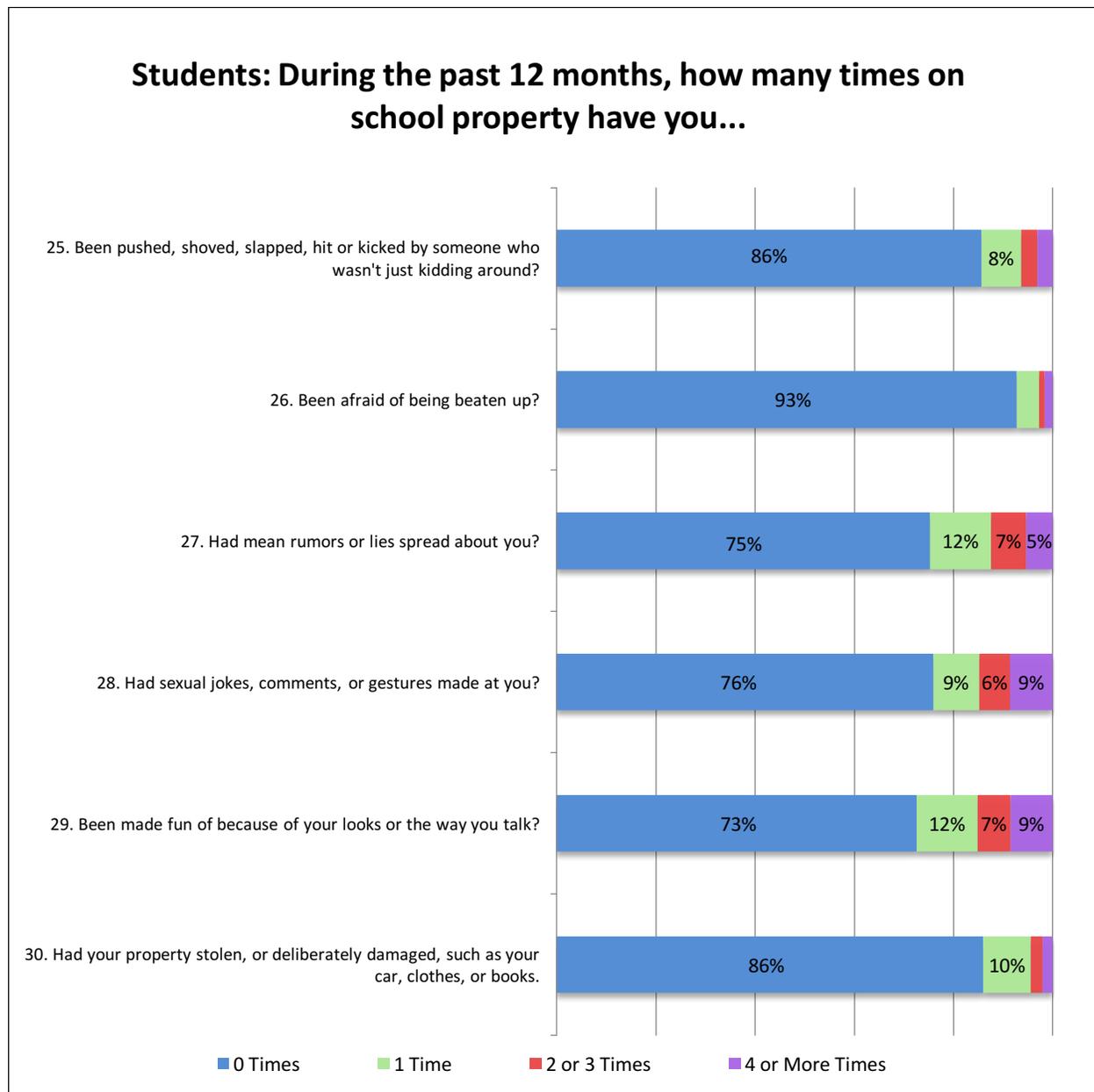


Parents were satisfied with the safety at the school. Nearly all parents (96% / 724 responses) felt that their child was safe in the neighborhood around the school and 97% (743 responses) felt their child was safe on school grounds. Additionally, the vast majority of parents agreed that the school took actions to ensure student safety (97% / 718 responses). Although most parents felt the discipline at the school was fair, 15% of parents (112 responses) *did not*.

Students: School Safety

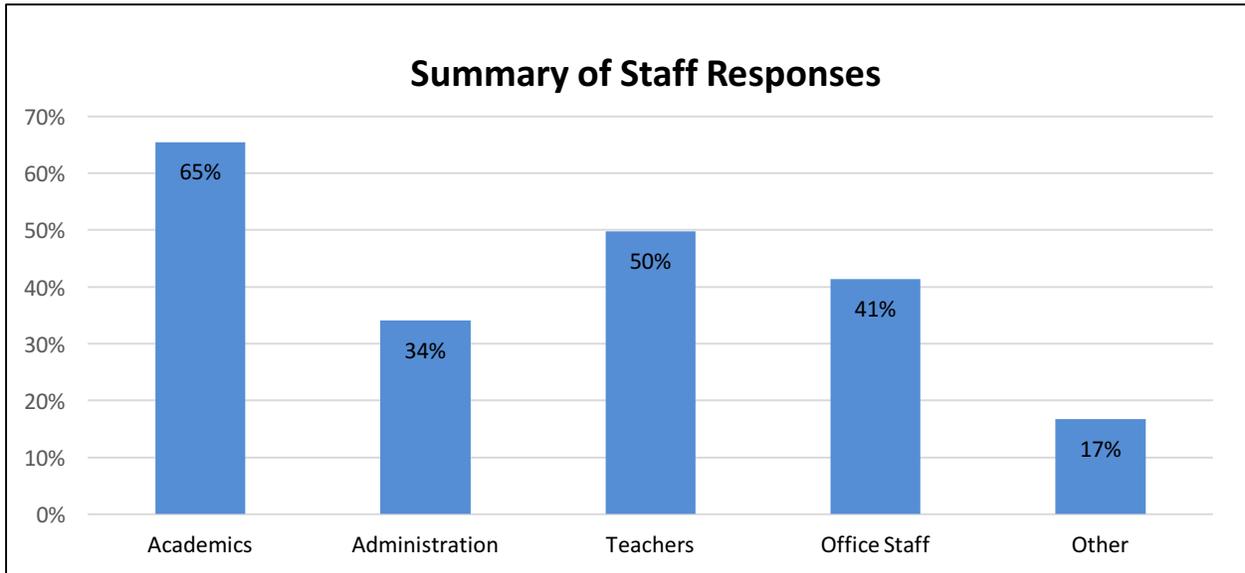


The overwhelming majority of students (90% / 2,309 responses) felt safe at Granada Hills Charter High School. A little over two-thirds of respondents agreed that adults treat students with respect (1,610 responses), compared to almost a quarter who *did not* feel this way (825 responses). Similarly, 70% of students believed that they treat teachers with respect, while 24% *did not*. While the vast majority of students agreed that school rules and expectations were clear, almost half of students *did not* feel that they were fair (48% / 1,232 responses). Additionally, 35% of respondents (887 students) *did not* feel that all students received equal treatment when they broke school rules.



Overall, the majority of students had not been physically bullied or felt afraid of being bullied in the past 12 months at Granada Hills Charter High School. However, 14% of respondents indicated that they had been pushed or hit by someone who wasn't kidding around (371 responses). Additionally, 6% of students (187 responses) felt afraid of being beaten up. Roughly 25% of students (638 responses) had mean rumors or lies spread about them in the last 12 months. Similarly, 15% of students (399 responses) had sexual jokes or gestures made at them, of which five percent of students (220 responses) experienced four or more times. Twenty-eight percent of students (706 responses) had been made fun of because of their looks or manner of speaking within the last 12 months. Few students also reported having property stolen or damaged while on school grounds: Fourteen percent of students experienced this at least one time (360 responses).

Open-Ended Responses: What do you like most about GHCHS?



The graph above represents the frequency with which staff comments fell under each category. Staff members at Granada Hills Charter High School were most satisfied with the academics at the school (65% / 125 responses), while 95 staff members selected teachers as the school’s strength. Of the 17% of staff members who selected the category “Other,” they mentioned school culture, students, and non-teaching staff as the school’s strengths.

Staff: What do you like most about the school?

Staff responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

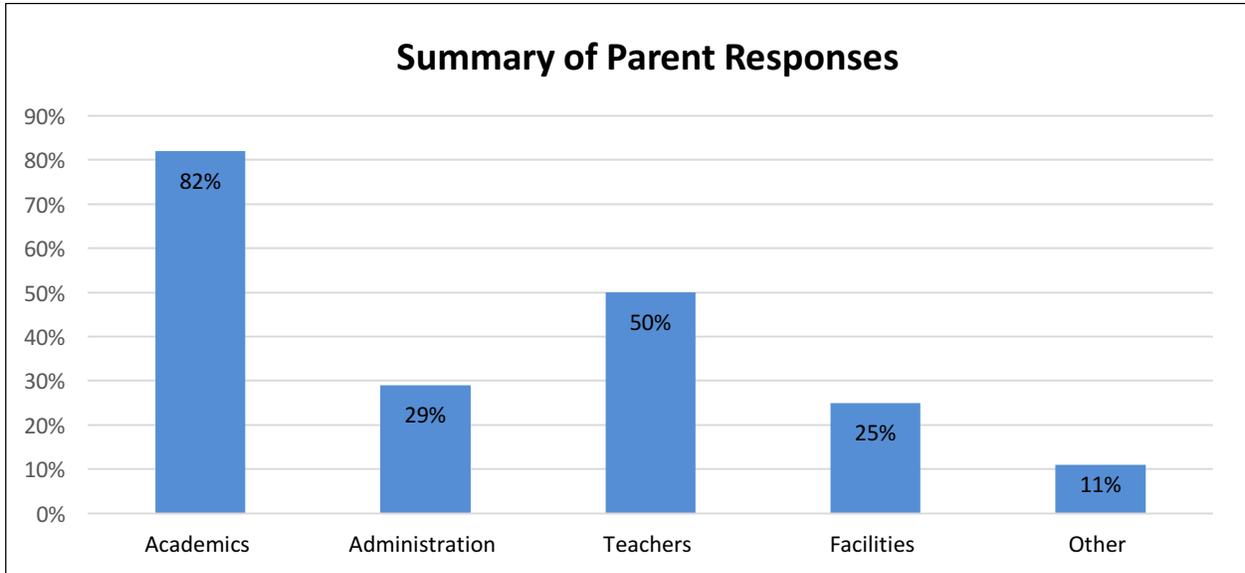
Academics (125 responses)

- I believe students are receiving a great education that will prepare them for college.
- Academics challenge the students, but are reasonable. Students feel proud of what they accomplish.
- We have a culture of achievement, and frankly, I'm amazed anew at it all the time.
- We have support and options available for both students who are excelling and those who are struggling. This is unique.
- The emphasis on standards and academic excellence is strong at this school.
- Belief that every student can learn and achieve at any level.
- Academics is a high priority for all and teachers are encouraged to engage students with relevant content. This allows students to be independent and critical thinkers, preparing them for college and beyond.
- There is a strong student support system.
- There are many opportunities for students to become high academic achievers.

Teachers (95 responses)

- The best teachers. I cannot imagine working with more accomplished or invested individuals.
- We have a variety of teachers from different backgrounds.

Teachers are very hard-working and generous with their time.
Teachers are always looking for ways to improve the school.
Staff are helpful in explaining the practices of the school and what is expected on a daily basis.
Most teachers work hard and go beyond what is expected.
The staff continues to amaze me with their knowledge and skills.
The working environment at this school is excellent. My colleagues support me, yet they also push me to be the best teacher that I can be.
Office Staff (79 responses)
Always know what is going on. They are the backbone of the school.
All offices show 110% effort in their work.
Always friendly and more than willing to help when needed.
I often see more joy and enthusiasm for student achievement from office staff than I do from other adults on campus. Our office staff also provide a more welcoming environment to students and parents than other adults on campus.
Administration (65 Responses)
Very open to hearing and sharing ideas, open door policy, and patient in answering questions.
Always inviting and sincere.
Administration explains the procedures clearly and professionally.
It is amazing that a high school of this size can run this smoothly.
Other (32 Responses)
The building and grounds people are absolutely amazing.
We have amazing students at this school.
Overall school culture is supportive of students and staff. We work together at all levels.
The school library provides consistently excellent support.



Granada Hills parents were most satisfied with the academics at the school (82% / 516 responses), while 50% (320) parents selected the teachers as the school’s strength.

Parents: What do you like most about the school?

Parent responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Academics (516 responses)

- The advanced curriculum keeps my child challenged.
- The program prepares students to succeed in college.
- There is a variety of options for my child to choose from.
- Rigorous classes offered all four years that prepare my child for her future.
- The high academic expectations.
- The core curriculum is strong.
- Students are given many opportunities to learn in a rigorous yet supportive environment.
- The IB program is outstanding,
- Great opportunities with AP classes and electives.

Teachers (320 responses)

- The teachers are excellent and care about the students’ education.
- The teachers are very helpful and are always available to meet with parents.
- I feel that the teachers genuinely care about my child and go out of their way to help her when she has difficulties.
- The teachers are very professional, proactive. They address questions and concerns, and are great role models for the students.
- The teachers are able to motivate students to learn and they care for the success of the students.
- The teachers are helpful and responsive when I contact them.
- My child has formed positive relationships with several teachers who go above and beyond day-to-day teaching.

Administration (183 responses)

The administration has always been very professional and courteous.

The administration is always available and helpful.

Even though the student population is large, the administration is organized and effective in providing high quality education.

The administration is prompt in dealing with concerns.

The administration has kept their policies aligned to the school mission.

Facilities (159 responses)

The campus is kept neat and clean

Students and teachers have access to technology in all rooms.

The campus and the neighborhood is safe.

Other (72 responses)

The counselors are great.

The counselors are awesome. They encourage and help my child with the best care.

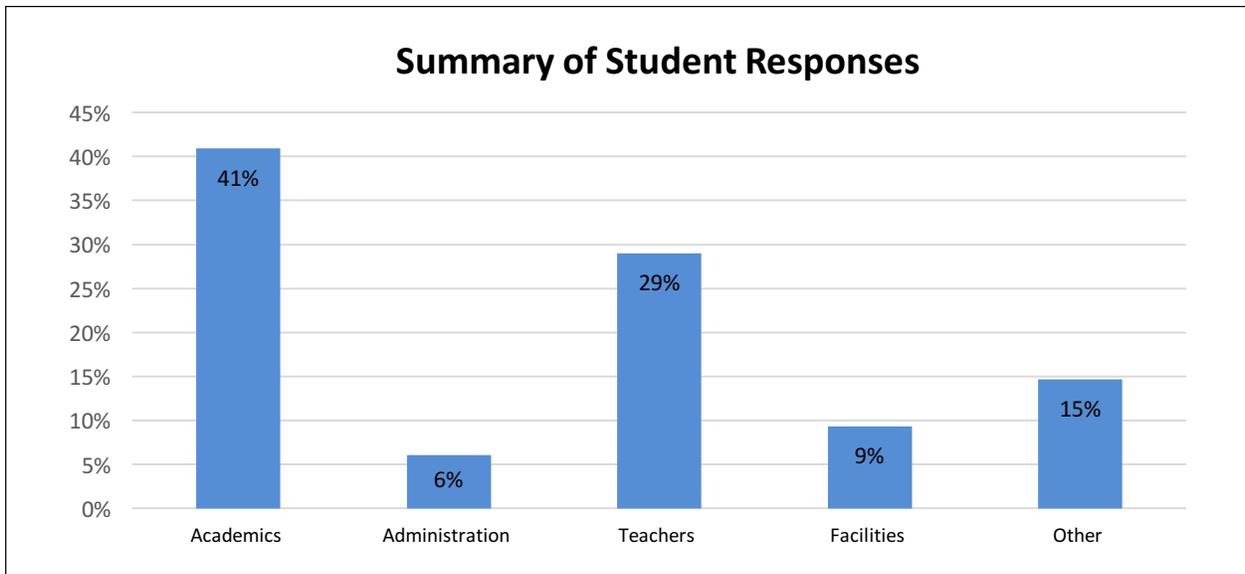
The sports programs are good.

The boys golf coach is great.

The school provides various opportunities to learn through clubs, after-school programs, and tutoring.

GHCHS offers so many extracurricular activities after-school.

The music program is excellent.



The graph above represents the frequency with which student comments fell under each category. Students at Granada Hills were most satisfied with the academics at the school (41% / 1,356 responses), followed by teachers (29% / 962 responses). Nine percent of student respondents most liked the school’s facilities (310 response), and 6% felt that the administration was the school’s strength (200 responses). Of the 15% of students who selected “Other,” they mentioned sports, peers, extracurricular activities, and more.

Students: What do you like most about the school?

Student responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Academics (1,356 responses)

There are many opportunities to take rigorous courses and we are encouraged to do so by the counselors.

Although my classes are challenging, I feel that they are preparing me for college.

My school offers a lot for students, and even college classes. I have the ability to take many classes that will help further my studies.

At Granada Hills, is a spectrum of different course level and they give us the opportunity to grow.

The school does its best to make sure all students get the necessary support if they’re struggling with classes.

The academics are extremely challenging which helps with the SAT and ACT.

The academics at this school really do live up to their expectations; the classes are fun and challenging!

This school provides ample opportunities for high academic achievement.

The curriculum is challenging, but not to an extent that it's impossible to meet.

I feel as though Granada Hills provides a great education where it is fun to learn.

I feel like I'm being given a world-class education and afforded with opportunities that few other students receive.

There are lots of academic opportunities and each teacher provides us with ways to practice what we learn in class.

<p>There are many different academic programs for students to choose from, which I enjoy.</p>
<p>Being in the IB program has allowed me to expand my perspectives and learn things more in-depth than I ever have before.</p>
<p>The opportunities provided by Granada's different academic programs prepare you for the real world.</p>
<p>We have a lot of different options for classes. This allows students to not only graduate by 12th grade, but to also be more prepared for the jobs that they want to do and find interesting in the future.</p>
<p>Granada maintains high academic expectations.</p>
<p>GHCHS provides students with a full and well-rounded academic experience.</p>
<p>The variety of classes at Granada expose students to classes they may want to take in college. Also, each class has an environment in which students are encouraged to learn and to achieve at the best of their ability.</p>
<p>I like that there are so many classes to choose from—CPs, to Honors, to APs, to the IB program.</p>
<p>The teachers teach well and I have fun in class. There is a very hands-on approach to learning, especially with Chromebooks.</p>
<p>The lesson plans are great and easy to pick up.</p>
<p>They have everything here! I especially enjoy the tutoring and amazing academic studies.</p>
<p>Academics are valued here.</p>
<p>There are many opportunities to further your own education (e.g., IB Program, AP Capstone).</p>
<p>Teachers (962 responses)</p>
<p>Teachers are always respectful and make the learning environment extremely enjoyable. By using different teaching methods, they allow a more fun and creative approach to learning difficult material.</p>
<p>The teachers are very supportive and do their best to teach curriculum. There are some teachers on campus that go above and beyond to also integrate and apply the knowledge we learn to the outside world.</p>
<p>I love the way they teach here. It helps me understand subjects better.</p>
<p>The teachers are kind and fair. They always try to find ways to help students improve.</p>
<p>Most teachers try to help their students in any way they can and often are very understanding.</p>
<p>Teachers try to help students because they understand that all students have packed schedules and multiple assignments.</p>
<p>The teachers here are professional and are deeply concerned about their students.</p>
<p>The IB teachers are the most educated educators that I have ever met. Additionally, they treat you like an adult and do not baby you.</p>
<p>Most teachers have made it clear that they aren't just teachers, but also friends. I feel like this is much more important than seeing a teacher solely as an adult, because it's much easier and more enjoyable to learn from a friend than from someone who acts as if they were an "almighty" superior.</p>
<p>Some teachers are very passionate about what they teach and that helps me, along with other students, become engaged in lessons. I also feel that teachers treat us with respect and want us to succeed.</p>
<p>Teachers hold high expectations for each and every student and constantly make opportunities for all students to succeed.</p>
<p>I like how caring the teachers all are. They all seem really concerned about how well students perform and are willing to sacrifice their break times to help students understand material they are struggling with.</p>
<p>The teachers care about the performance of their students.</p>
<p>Teachers put a lot of effort into our education.</p>
<p>Some teachers that I've come across have made me feel safe. I've grown close to them, to trust them with my personal problems.</p>
<p>The teachers I have been assigned to have all helped me in one way or another with personal matters, allowing them to earn my trust, especially in times when I've lost focus.</p>

My favorite teachers have demonstrated their passion for their discipline in class on a consistent basis and that's what makes me like them. Teachers are my favorite part of this school.

A large majority of the teachers here at GHCHS actually understand the concepts they are supposed to teach and are able to relay the essential facts well enough for students to fully understand the content.

Teachers relate to students and create trusting bonds. These relationships between teachers and students enhances the learning experience.

All of my advisers in my program are constantly encouraging me and working hard to help me in any way they can. They also take the time to know us personally, what we like and dislike, and who we are as a person.

Facilities (310 responses)

The school is very clean and if something is broken or dirty, it is fixed immediately.

I absolutely love our gym, everything is personalized so the school feels like ours.

The library is almost always open! It's a warm and wonderful place to discover new information.

The cafeteria, vending machines, classrooms, and gym are all well-kept and easy to access.

The classrooms are clean and equipped with useful technology.

Granada has a lot of room to accommodate its large student-body. The library, quad and athletics department are all very large.

I like the fact that Granada has multiple computer labs.

The facilities are very clean and kept in proper order.

Administration (200 responses)

The administrative staff are approachable and welcoming toward students.

Administrators are very friendly, knowledgeable and helpful.

The administration at my school is welcoming and I am never afraid to go to them for help.

The administrators are always around school, and always willing to help students in need.

The administration is very concise and constantly updates us about future events.

The administrators are really helpful. When I need help finding classes, have questions, etc. they lead me in the right direction.

Administrators are always helpful and tell students exactly what we need to do. They are also friendly.

Other: (487 responses)

School Environment (241 responses)

I like the overall culture of the campus, where students are close-knit and welcoming.

The learning environment at Granada provides not only a place where students can grow and thrive each day, but also creates a safe place in which students can truly call home.

I enjoy the resources available at Granada such as chrome books.

Extracurricular Activities (230 responses)

I love the amount of opportunities here. Students are able to explore new interests. I love the fact that your future is in your own hands; Granada provides the tools, you simply have to use them.

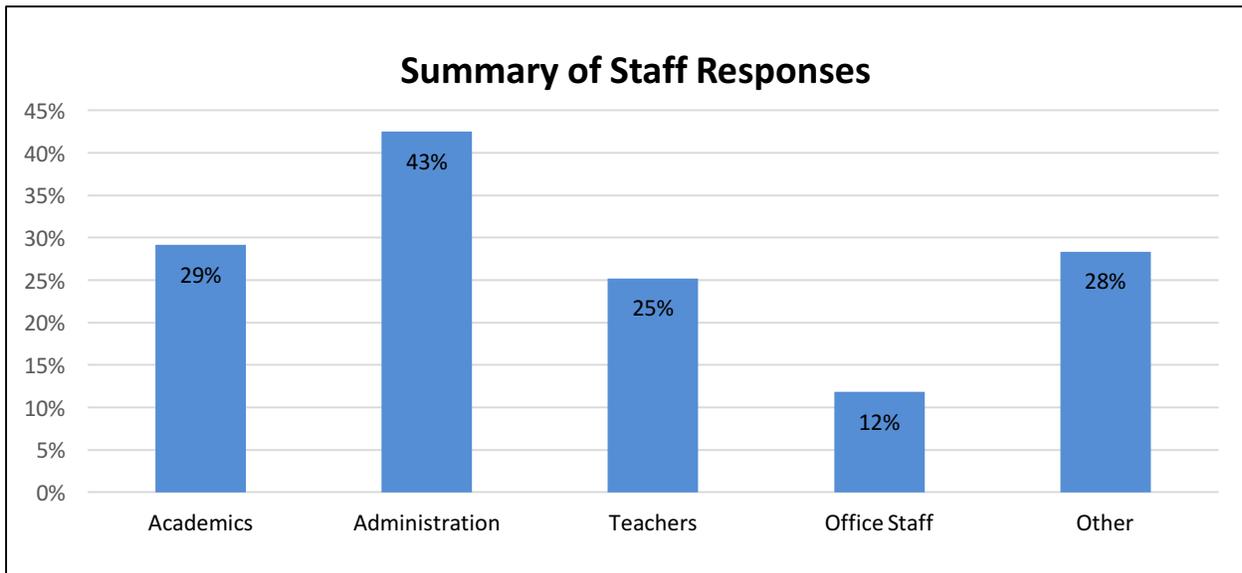
The extracurricular activities help students manage our stress.

There are many after-school opportunities for students to receive tutoring or to participate in extra-curricular activities.

Diversity (16 responses)

I like the cultural diversity that can be found at this school and the open-minded attitudes of my peers. This allows us to get a sense of what the real world is like.

Open-Ended Responses: What do you feel needs improvement at GHCHS?



Staff highlighted administration as the main area in which Granada Hills Charter High School needed to improve (43% / 54 responses). Twenty-nine percent (37 responses) noted the school’s academics and 25% (32 responses) referred to the school’s teachers. Twenty-eight percent (36 responses) pointed to “Other” as the principal area of improvement. Responses under this category included school discipline policies, facilities, and student morale.

Staff: I feel that the school needs improvement in the following areas:

As noted above, staff responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Administration (54 responses)

Administrators need to really know what teachers are doing in their classrooms. Five minutes once or twice every two years is not enough. Just having a conversation or visit for non-evaluation purposes would be good.

The administrative staff can improve its relations with employees. Most individuals do not trust administrative members.

Often, the administration makes decisions without consulting the teachers.

Too focused on minor rules and procedures. They leave no room for humanity for the teachers, although the teachers are expected to be compassionate to the students.

Assigns the easy classes to best teachers.

Treats teachers condescendingly far too often. Never praise, only criticism.

The admin team needs to work on trusting each other and fostering teacher innovation. The admin team needs to work out unified definitions and applications of what equal, equitable, and fair mean at Granada. Often, these words are thrown around as justifications for why something cannot be done, but their application is mostly inconsistent and leads to student and teacher frustration.

Need better (more often and clearer) communication from administration to teachers and teachers to administration.

Academics (37 responses)

The academic pressure at this school is tremendous. Steps need to be taken to assist students in managing this stressful environment.

We need equal access for students with special accommodations.

We need more options for students who do not wish to go to a four-year college.

Even though GHCHS is a pretty good school, I strongly believe we still have a lot to improve. We can't just be happy because we win the decathlon year after year. We have to look at other schools in other countries and bring what's valuable to our standards and curriculum.

Balancing academics with social/emotional needs.

The rigor this school requires is awesome for 99.5% of the school population. But for the .5% the school, the at-risk students who require the most individual attention and focus, we are too demanding. The A-G requirements for students who are truly trying but academic deficits are far too great, it is too much. We as a school community must begin to address this group by considering alternative diplomas and realistic opportunities to grow academically.

With the current system, many students, especially the highest functioning ones, are at their breaking point. There needs to be a consistent homework policy across departments.

Teachers (32 responses)

Poor communication among teachers about students. I often do not find out that something is happening with a student until weeks later and it is information that I would benefit from knowing.

Some teachers need to learn to teach in different ways for students with different learning styles.

Encouraging collegiality - There is very little interpersonal connection due to lack of promotion. Everything is so rigorous even for teachers, that it is hard to get to know anyone. There is not enough support for new teachers.

Not all teachers are held accountable for what is asked of us.

The new teachers' methods and attitudes don't always work together with the old teachers' methods and attitudes.

We need more time to collaborate.

Office Staff (15 responses)

Need a full time Human Resources Director.

Our HR Director should be more pleasant to everyone. She treats people differently regarding similar issues.

Often staff do not treat teachers with respect.

The school should promote feelings of well-being and familial safety, which many on the office staff do not do.

Other (36 responses)

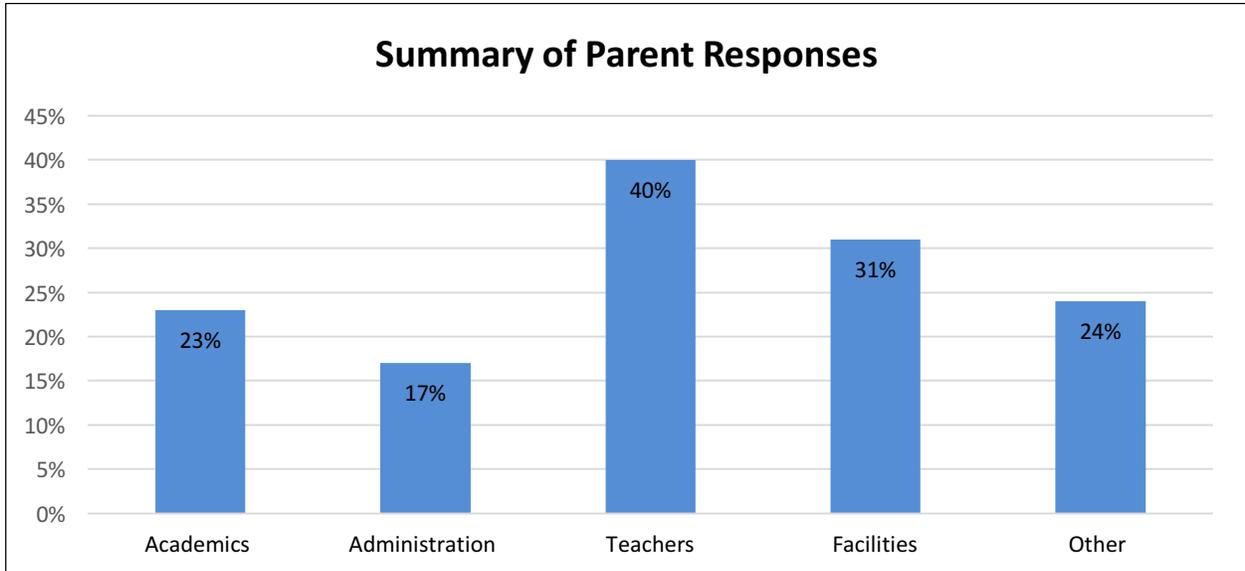
Classrooms for the students are very old, leaking and need to be painted and cleaned.

Morale needs improvement. The school has become more corporate.

Although school rules are fair and clear to students, they are inconsistently carried out from class to class, and student to student. These rules include dress code, cell phones, inappropriate laptop usage, food, and behavior.

Discipline - detention policy is repressive; we need restorative justice practices.

Students need more personal, social, and emotional support.



Parents highlighted teachers (40% / 183 responses) and facilities (31% / 139 responses) as primary areas of improvement for GHCHS. Parents who chose “Other” indicated the athletic program, counselor involvement, and communication as areas of improvement.

Parents: I feel that the school needs improvement in the following areas:

As noted above, parent responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

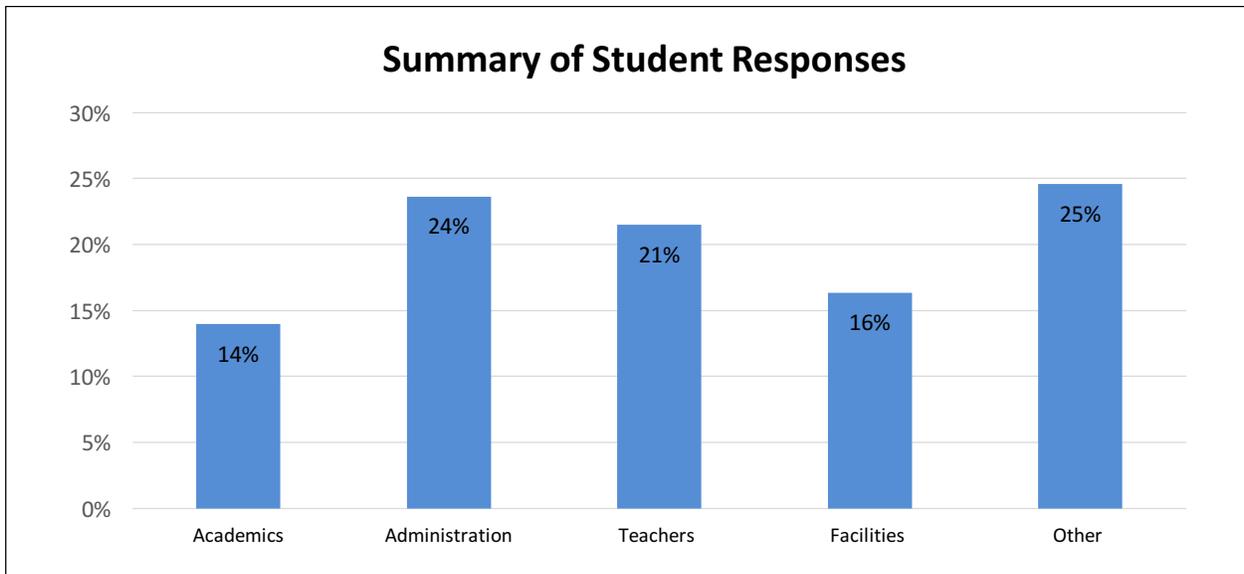
Teachers (183 responses)

- Some teachers are very strict to the point where students are scared to ask questions.
- Some of the teaching standards are very low.
- There are teachers who have received many complaints but have not changed their practice.
- The teaching skills of most teachers were below expectation. The teachers did not show enthusiasm and it seemed as if they did not care.
- Some of the teachers do not know how to deal with at-risk students.
- There are teachers who need to provide a learning environment that values a balanced discussion of issues, rather than promoting a certain view on current events.
- The math department needs teachers who can explain the subject clearly.
- Teachers need to be aware of the amount of homework they are assigning students and be cognizant of the amount students are receiving from other classes.
- Teachers should allow ample time to discuss my child’s issues with me on a regular basis.
- The teachers are putting too much emphasis on homework.
- Some of the teachers are not able to communicate well with their students.

Facilities (139 responses)

- The bathrooms need to be updated and the girl’s bathrooms needs to have supplies like tissue rolls, liner, and even a dispenser for sanitary pads.
- There needs to be more bathrooms across the campus.
- The bathrooms are very dirty.

Overcrowding is an issue and there needs to be more space.
The school needs to improve to meet the increasing number of students.
The school needs a swimming pool on site since there is a swim team.
There needs to be more space for parking. Picking up students after school is very difficult.
There should be a traffic light on the corner of Zelzah and Kingsbury. The safety of the students before and after school at this corner should be addressed.
The cafeteria lines are too long. My child does not have enough time eat and goes to class hungry. The food quality also needs much improvement.
Academics (103 responses)
Although there are a lot of programs, there is little student support.
There is way too much homework.
There is too much homework, especially for slow readers who do not qualify for an IEP.
The IB program is too rigorous and demanding for students. It needs to be better organized among staff as to help limit how much work is assigned.
AP classes should not be pushed onto students so much.
Students need more individualized attention.
The school has incredibly high expectations for students, but does not do much to help the student if he/she falls behind.
Administration (77 responses)
The administration is rude and they are out of touch with working with parents.
The administration is unfriendly and unwelcoming. They made me feel I was bothersome and imposed on their time.
There needs to be better communication between the administration and parents.
The administration is usually slow to response.
Other (109 responses)
The athletic programs need more support.
The athletic programs need coaches who have played or are credentialed in sports. There should also be a fair selection process for all sports. Some students are unhappy with the favoritism in the selection process.
There needs to be coaches with knowledge of the game and about how to coach.
The counselors could be more attentive and helpful. They have not gotten back to us in a timely manner.
The counselors provide very little guidance for my child.
Students should spend more time with their counselors.
There needs to be better communication so that parents can be informed if schoolwork is not being turned in.
There should be a timelier way for parents to know if a student is not completing assignments.
Communication has been generally poor and I do not receive a call back when I try to contact the school.
Granada needs to give equal exposure and funding to all academic clubs. It's important that all students participating in these clubs feel that the school is fully supportive of them.
Motivate students to participate in enrichment programs.



The graph above represents the frequency with which student comments fell under each category. Nearly a quarter of students felt that the administration at Granada Hills Charter High School could use improvement (685 responses), followed closely by teachers (623 responses). Sixteen percent of responses concerned the school’s facilities (474 responses). Similarly, 14% of students identified academics as an area that could use improvement at GHCHS (405 responses). Of the 25% of students who responded “Other,” they mentioned school rules, diversity and inclusion, extracurricular activities, and support services.

Students: I feel that the school needs improvement in the following areas.

As noted above, student responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Administrators (685 responses)

There is a large gap in communication between the students and the administrators, who often create policies or make decisions without keeping the students in mind, often letting us deal with the consequences without very much warning. Additionally, the administration is attempting to create a brand of GHC and in doing so, they are stripping the individuality of this school as well as the students’.

The administrators are really strict and don't treat every kid equally.

Many, though not all, of the administration are often discourteous and austere; they do not invoke a sense of helpfulness and security, in fact quite the opposite.

The administrators are very strict and good at enforcing rules, but some students fear them. I think it would be better if they were less harsh when interacting with students.

Some of the people that supervise in the golf carts around the school do not treat students with respect and act very angry.

The administrators are incredibly harsh with students when they get in trouble.

The administration is often rude. They often rudely honk at students in their golf carts (and are often driving very fast which isn't safe). The admins yell at students when they aren't doing anything wrong and often seem as if they are deliberately trying to detain kids.

Treat your students with respect. I cannot express how important this is to me. There is zero respect towards

students from the deans and staff at this school and I cannot tell you how many times I have tried to explain a situation to a faculty member and they simply say that they do not care. Unacceptable.

I believe that the administration is way too strict. The students who I am friends with do not feel welcome at the school.

I do not enjoy feeling nervous or afraid of administrators, because of disciplinary enforcement. Some of the rules make me much less satisfied with this school.

The administrators have no respect for students. They think they have so much power and use this to treat students unfairly.

I feel administration is not only filled with people who treat this school like it's a business, but I also feel that the rules are completely unrealistic.

Some administrators do not want students to excel and continuously put them down.

I think the deans are too harsh when giving out punishment for minor misdemeanors and should give warnings instead of immediate punishment.

Many administrators are extremely harsh and disrespectful when speaking with students. I follow school rules, yet I still fear the administrators when I walk into Granada.

The administration are often personal and erroneous in their decisions which originates from their disrespect of students and their condescending attitude. I have several examples of this such as my friend receiving detention for eating a bagel in passing period or me being brought up to the dean's office when my parent used their own address to send an email to my teacher. They thought that it was sent by me. My father explicitly explained that it was he who sent the email, but they continued to lecture me as if I did something wrong. Not only did I not receive a formal apology for the wasted time due to such ruckus, my teachers had to tolerate my being pulled out of class continuously, disrupting their lessons again and again. Their lack of respect for their students not only limit their ability to maintain the school's integrity, but also lead to their well-deserved, notorious reputation among the students.

Red-tape is a problem at this school. Administrators sometimes take actions that the rest of the school disagrees with. We feel as if we have no voice, especially in a school with 4500 kids

Teachers (623 responses)

Teachers should be more respectful towards students.

Some teachers aren't as familiar with their subjects as they should be, and I have seen students begin to dislike subjects because of teaching methods.

Teachers give too much homework and don't explain subjects thoroughly. They need to explain material in a way that everyone can understand.

Some teachers do not actually teach a lot of the material they test us on. Some teachers give too much homework that is due the next day (8 page packet for example). Teachers should always teach what we will be tested on and not expect us to do extreme amounts of homework in little time.

Some teachers make fun of the students.

Many students end up self-teaching ourselves. I really wish there was greater monitoring of the teachers and that students were given the opportunity to voice their experience in the classroom.

I would like to change the way some teachers treat their students in the classroom.

I wish teachers had a greater understanding of our workload given the demand in other classes and extracurricular activities.

My greatest concern is the amount of homework. As a freshman taking only 2 honors level classes, I spend several hours per night on homework. My entire day revolves around school, so I'd like to minimize the amount of homework teachers give. At the very least, I think teachers should create specific standards of what they want from students for each assignment. This is of immense importance, as I come ill-prepared to school due to lack of sleep; I am up late doing homework.

Some teachers assume that because they've taught a lesson, students have learned the material, which is often not the case.

Some teachers love their job and will always try to help us succeed, while others only try to keep us busy during class and get mad at every little mistake. This causes us to lose interest, because it seems that trying gets us in trouble.

Some teachers are not open to helping the students outside of class. They would rather the student go to tutoring.

Sometimes, it seems that the teachers have bias. There is also the fact that some of the teachers think themselves excessively superior to students and react inappropriately rude to students' questions. In addition, there seem to be teachers who are not fully prepared to teach material, so they find it difficult to answer more advanced questions that students ask.

Some teachers do not teach and then when they are evaluated suddenly pretend to teach!!!!!!

Teachers should put themselves in the students' position and help them succeed. A lot of teachers (especially in the math and science departments) struggle to work one-on-one with students and fail to genuinely map out what the student is struggling with.

Some teachers are not considerate about the amount of work and stress put on students every day. I just want them to understand this because some get very frustrated when students explain it to them.

Some teachers are very condescending and express their opinion about a student by saying rude things to them instead of helping.

I want teachers to have a good connection with the students and not make hurtful or embarrassing statements.

I find it difficult to approach some teachers for additional help because of their off-putting behavior.

I wish some of my teacher would take the time to help students with disabilities more than they do. Some of the teachers don't care if you have a 504 and don't help you do your best.

I have had my fair share of being discriminated against because of my race and there are some teachers whom I believe are too forceful and sometimes insinuate that a student is incompetent because of one grade letter.

Facilities (474 responses)

There is not enough space for the number of students who attend Granada.

There should be more bathrooms around campus and more entries into the L building because everyone shoves to get to class on time.

The girls' restroom always has a very long line and sometimes, it is not possible to use the restroom during nutrition so students have to waste valuable instruction time to alleviate themselves. Also, the restrooms are usually dirty and there are almost never paper towels.

We need urinal dividers and mirrors in the boys' bathrooms.

Insects are a big problem at this school. Furthermore, little to no bathrooms are open after sixth period, leaving students with seven periods or practices inconvenienced.

This school looks so old, please renovate the gym and all classrooms.

Most water fountains don't work.

Please build a parking structure.

We need a larger cafeteria that is fully covered to keep students warm and dry in the rain.

The hallways are not suitable for a student body of this size and contribute to delays getting from one class to another.

Granada needs gender neutral restrooms.

We have a pretty bad littering problem and trash needs to be picked up sooner.

Parking is a disaster. About half of the students drive and have to find parking on nearby neighborhoods' streets which are not always available.

I wish that students picked up after themselves and actually utilized the trashcans that are around most of the campus.

The school does not look very inviting with its whitewashed walls. It would be nice if the school didn't paint over the murals and erase the students' contribution to the school environment.

The cafeteria could have more vegan and vegetarian options.

Academics (405 responses)

The iGranada program does not have as many academic choices as the main campus and it does not allow students to be involved with classroom activities. Granada's academics in iGranada is not as beneficial as regular classrooms.

The academics are focused on tests, grades and homework when it should be about learning the material. Teachers should be more focused on students learning the material in each class.

The narrow focus on college and AP or IB courses doesn't allow students to explore additional academic passions.

I feel that students are overloaded with homework. With too much homework, we don't even have time to study for tests, and homework does not help when it is excessive and compromises the students' health and happiness (some free time is necessary, but I don't even get time to spend with my family).

I would like Granada to offer courses in life skills such as how to do taxes, etc.

Granada should offer more STEM courses.

I would like additional foreign language courses such as German.

Offer more honors courses as opposed to the push to take all AP courses.

Academics should provide equal opportunities for all students. The administration may think they already do but if AP or any other program is compared to IB, there is a clear gap. Each student does not receive the same opportunities, therefore, limiting a student's potential to succeed.

Other: (712 responses total)

School Rules (464 responses)

This school has extremely strict rules and they are often times not clearly explained or displayed.

The dress code at Granada is extremely sexist. Boys are not dress coded half as much as girls for similar violations, such as ripped jeans. The deans literally eye female students up and down to intimidate them. Also, bra straps should not be enforced in the dress code just because they're considered a distraction to boys. When girls are dress coded over bra straps it distracts them and tells them that someone else's distraction is more important than their own education. The girls have to go out of their way to go change. It's extremely shameful and offensive. It can also be an embarrassing experience for female students to be dress coded, especially when enforced publicly.

The dress code is so unreasonable. In order to enforce rules, staff have to look at girls in places that make us uncomfortable, and almost all of the staff are men. This contributes to a sense of inappropriateness.

The dress code needs to be less strict. Sometimes people cannot afford Granada's merchandise and should not be forced to make purchases.

The dress code is unnecessary and it encourages discrimination. It causes many girls to feel uncomfortable in their own skin.

Rules need to be made clear to students. It's as simple as that.

I believe some of the rules in this school are a little extreme; for example, needing to go to A5 when tardy because this robs you of learning time.

The amount of detention given at this school is excessive. We shouldn't receive detention when our Chromebooks are not working and it's not our fault.

I would like to be allowed to use cell phones during our break times.

Diversity & Inclusion (106 responses)

There should be required training for teachers on LGBTQ+ issues and sensitivity, as well as the use of inclusive words and pronouns in the classroom.

As an iGranada student, I feel that we are not one school. For example, when I was on main campus the other day I found out that the senior superlatives were chosen and the iGranada students had no idea about it.

Granada should offer less expensive food options because not all of us can afford meals. Most of us don't qualify for financial aid but we're on the cusp and are unable to afford school lunch. I've witnessed students who don't have enough money in their accounts forced to return food in the cafeteria.

There are a lot of racial comments and stereotypes used toward Hispanic students by teachers, staff, and sometimes even students.

There is not much of a community/network. People don't really seem to care about personal relationships and everything is very robotic. There is not much to look forward to in class. Rules are very strict and not very flexible in unique situations.

Students should have more access to information about what's occurring on both campuses in order for us to participate in more opportunities such as clubs and meetings.

Extracurricular Activities (74 responses)

I would like the school to offer more summer programs. I would also want the school to also offer some more volunteer programs.

Extracurricular activities are treated unequally. Some receive more funding than others, and not all of them are given the resources they need to succeed.

Please pay more attention to the arts and please be more supportive.

Have clubs be more organized and professional, with structures and lesson plans or activities to do.

Make playing a sport and being academically competitive an easier option.

I would like to change the way Granada conducts tryouts for its sports teams because it is difficult to make any team. This limits students' ability to be more actively involved at the school.

Student Support Services (68 responses)

I wish there was more emotional support at this school. I see a lot of friends that are upset and need someone to talk to but they are scared to speak to their teachers. I think it would be good if the school had someone that all those students could talk to.

We need staff members who display more compassion. A student was denied hygienic products because she couldn't afford to pay ten cents and was embarrassed for the rest of that day.

This school should provide students an outlet to discuss real-world problems.

I think that the College and Career office should encourage students not to settle. The college office, in my opinion, discouraged me from applying to any universities, and I barely received any help on my application.

The College and Career office should make more of an effort to check in with students who are applying to colleges.

The school should bring awareness not only to bullying but to depression, anxiety, and other mental illnesses as well.

Conclusion: Comparing Stakeholder Responses

Overall, stakeholders who took the survey expressed very positive views of Granada Hills Charter High School. All groups had favorable reviews of teaching and learning, interpersonal relationships, and school safety. However, each stakeholder group had specific concerns and offered suggestions for how Granada could improve. Staff members expressed their dissatisfaction with the relationship between administration and teachers. Parents remarked about the large school population, the amount of daily homework, and the lack of attention to struggling students. Students were also displeased with the overcrowding of school facilities, the daily workload, and the enforcement of school rules. It is useful to explore these concerns in order to identify potential areas for growth and improvement. In our view, Granada's challenges could be remedied through targeted professional development and increased collaboration through the active use of vertical and horizontal teacher teams.

Teaching & Learning

Across the board, teaching and learning at Granada Hills received mostly positive reviews. All three stakeholder groups selected rigorous courses and opportunities for academic success as the best aspects of the school. Many parents and students were happy with the teachers at GHCHS, noting how excellent and supportive they were.

Staff at Granada Hills were concerned about the levels of stress experienced by students and called for greater attention to school-life balance. Additionally, while staff members agreed that the school provides opportunities for high-achieving students to find success, they felt that middle-achieving students and those not interested in pursuing post-secondary education are underserved by the available programming. Granada Hills may benefit from providing professional development on ways to support the diverse needs of students.

Both parents and students noted in the open-ended section the lack of organization and clear expectations for completing classwork and homework. Similarly, parents and students noted the overwhelming amount of daily homework and lack of support for students who had fallen behind. It may be beneficial to engage in discussions with teachers about the goals of homework and teacher expectations, focusing on how to maintain academic rigor and balance. Additionally, the school might consider instituting additional supports for middle- and low-achieving students, such as faculty monitored study groups or teacher assistantships. Both options offer an opportunity for lower-achieving students to receive necessary individualized attention.

Interpersonal Relationships

Overall, stakeholders were satisfied with the quality of interpersonal relationships at GHCHS, however, there were a few areas of concern. Students and staff generally felt that teachers were friendly and dedicated, as well as willing to put time and effort into helping GHCHS students succeed. However, students expressed discontent with the lack of respect and fairness

exercised by teachers. Consequently, many students felt uncomfortable asking teachers for clarification or for additional help when necessary. Many students also reported feeling alienated and apart from the Granada Hills community; this sentiment was particularly common among iGranada students. Staff also expressed concerned with the lack of opportunities for faculty and other staff members to get to know each other and foster collegial relationships. To address these concerns, GHCHS might consider facilitating activities outside of school hours, in order to promote communication and the sense of community among stakeholder groups.

Interactions with administrators received less enthusiastic responses from staff, parents and students. While some staff members felt supported by administration, many *did not* feel respected and instead felt criticized and demeaned. Parents noted that some of the administrators were rude and difficult to contact, while others felt the administration was slow to respond to their needs. A number of staff and parents also mentioned that administrative decisions were too top-down and that they had little input into important decision-making. Administrators should consider eliciting staff and parent opinions on important issues and including them in the decision-making process. GHCHS may also want to sponsor regular informal morning “coffee meetings” with the principal, administrators, and parents in order to help foster a sense of community.

Each stakeholder group also voiced concerns about the discipline, attendance, and dress code policies at Granada Hills. Administrators should consider discussing the goals of these rules and whether they support the school’s mission. Additionally, meetings and other professional development time could be used to discuss the requirements necessary for administration and staff to consistently and fairly enforce school rules. Involving student representatives in some of these meeting would add an important perspective.

School Safety

Staff, parents, and students overwhelmingly agreed that Granada Hills Charter High School is a safe and supportive place for students to learn. However, school capacity and state of the facilities came up as needed areas for improvement. The school might consider putting resources toward classroom repairs and general facilities maintenance, especially bathrooms, to ensure that students are learning in a safe and clean environment.

Respondents were also unhappy about the traffic during after-school pickup and the safety issues on the intersection of Zelzah and Kingsbury. Students expressed concern with the limited availability of parking on campus. GHCHS may want to form an ad-hoc committee of parents and administrators to consider ways to improve traffic and safety at the intersection.

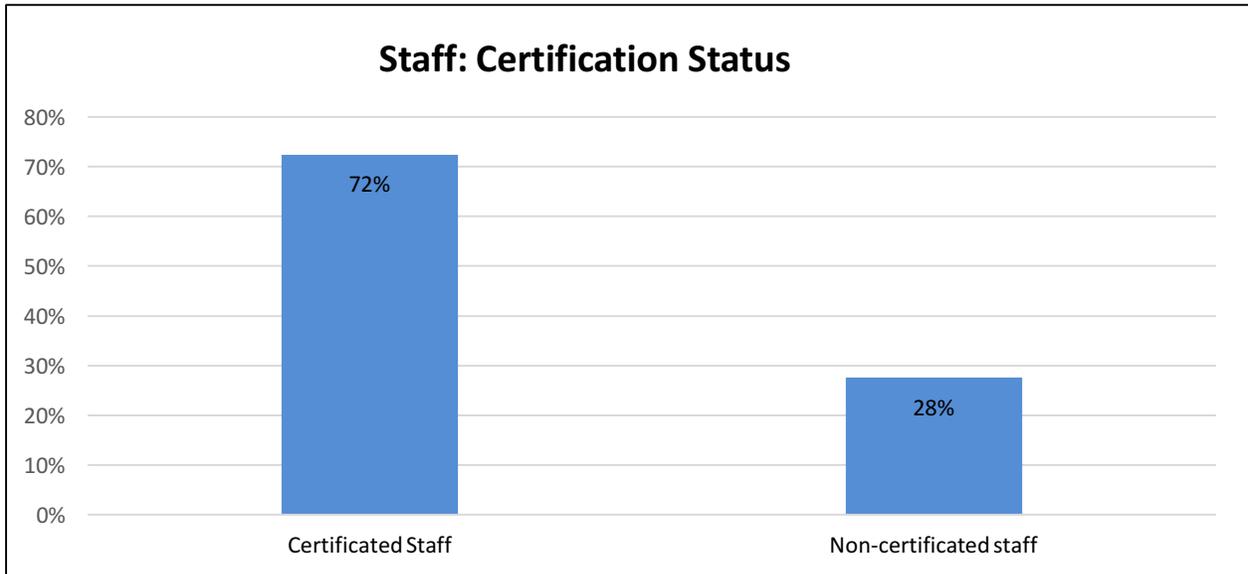
Students’ social-emotional development is emerging as a concern: a quarter of the students at Granada Hills experienced a form of verbal abuse. Granada Hills may want to address instances of verbal abuse by revisiting its mission statement to develop strategies to promote a positive student-centered environment.

Moving Forward

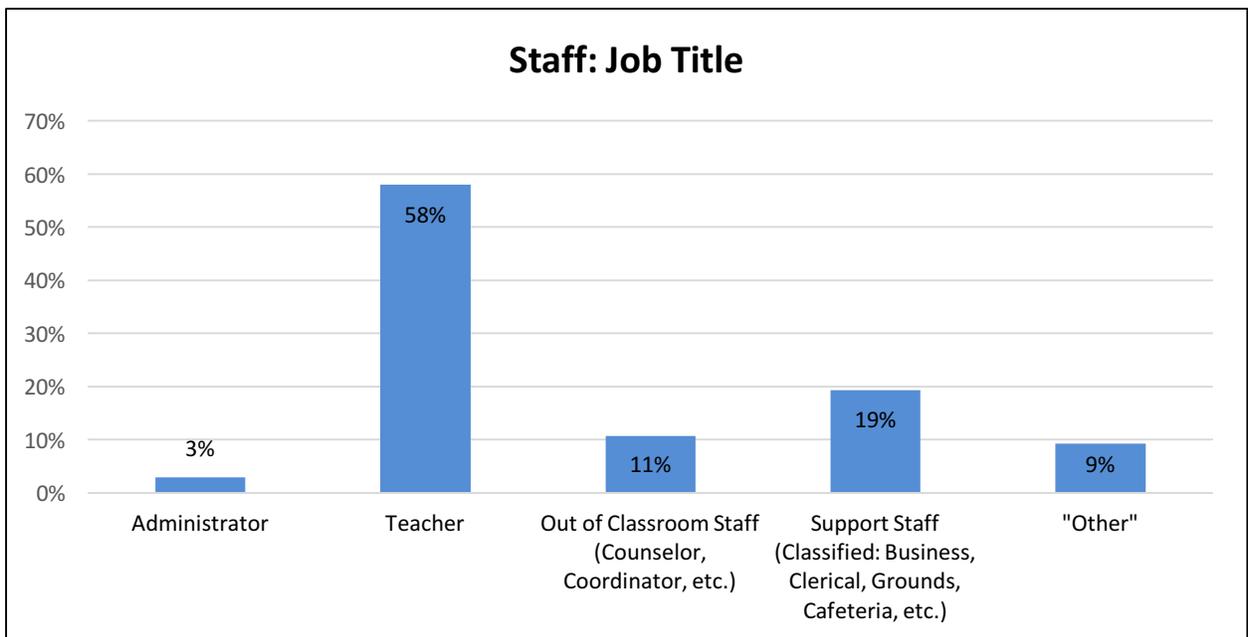
We recommend Granada Hills Charter High School revisit its surveys in order to gather information on additional aspects of school climate such as the academic program and school environment. According to the open-ended responses, there is great concern with the narrow focus on academic rigor and the limited support for struggling students. Additionally, there is great concern about the school environment and enforcement of discipline policies. A survey which probes on the academic program, school environment, and working conditions (e.g., trust, respect) might be beneficial to Granada Hills. SRI will be happy to work with you to expand the scope of the survey.

Appendix: Respondent Demographics

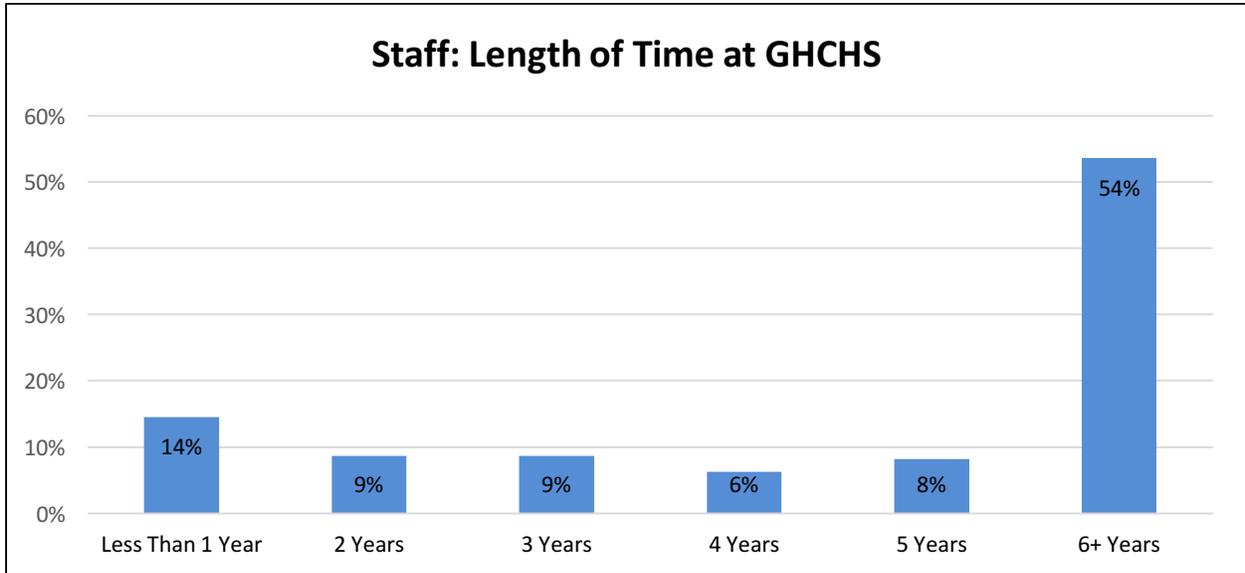
Staff



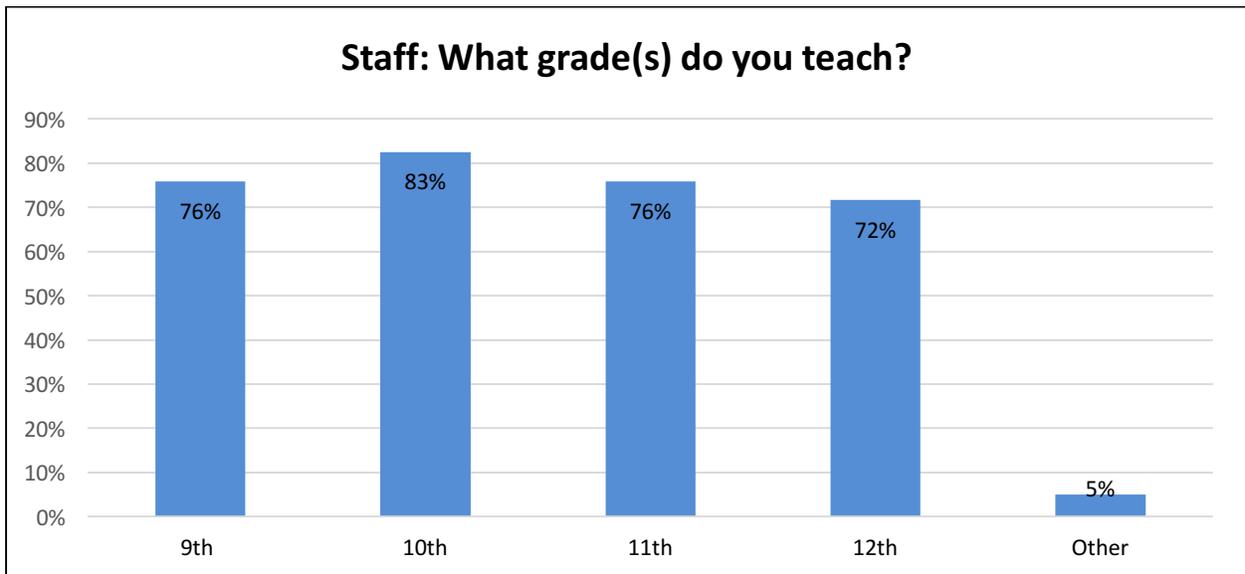
Among staff respondents, nearly three-fourths were certified (150 responses), and a little over a quarter were not.



The majority of staff respondents were teachers (58% / 120 responses). 40 respondents were support staff (19%) and 22 were out of classroom staff (11%). Only six respondents were administrators (3%). Nine percent of respondents identified as "Other," including instructional aides, advisors, and special education professionals.

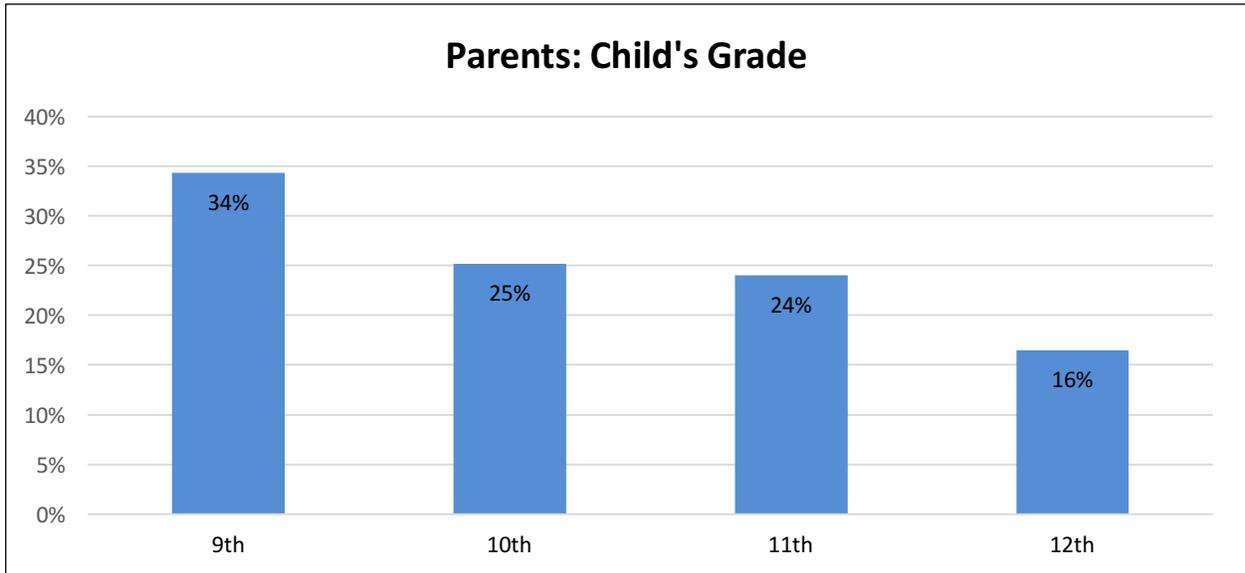


Over half of all staff members (111 responses) indicated that they had been at Granada Hills Charter High School for six or more years. Thirty staff members noted that they had been there for less than one year, while between thirteen and eighteen indicated they had been at the school anywhere from two to five years.

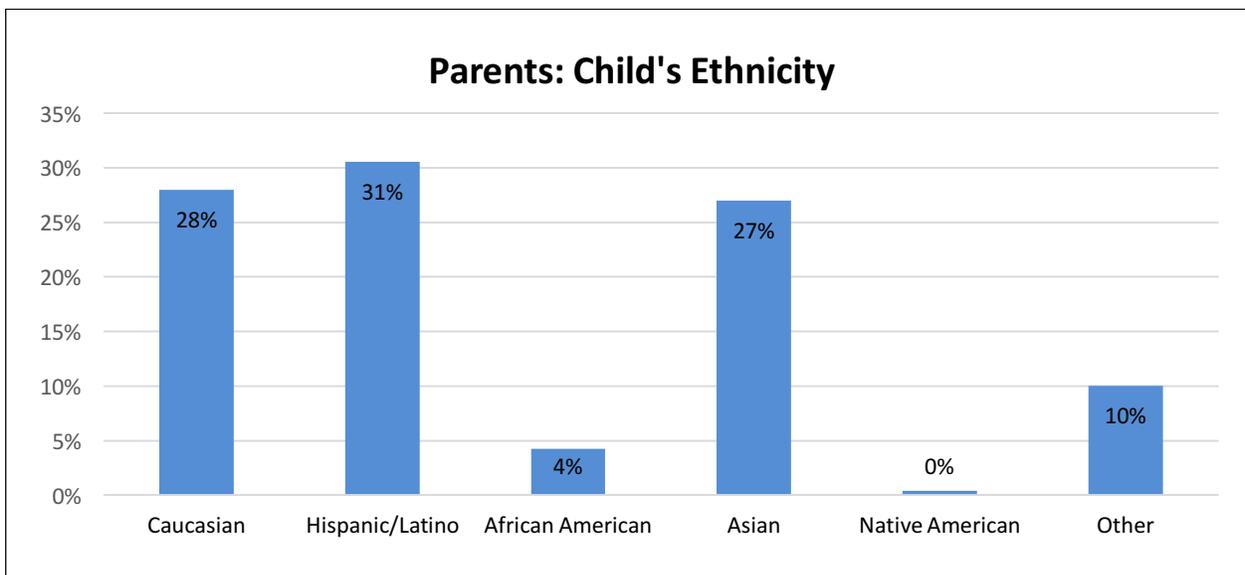


Teacher respondents indicated that they teach multiple grade levels, with 91 teaching 9th grade, 99 teaching 10th grade, 91 teaching 11th grade, and 86 teaching 12th grade. The 5% of teachers who identified as “other” were Special Education teachers, resource or AP teachers, or did not specify a grade.

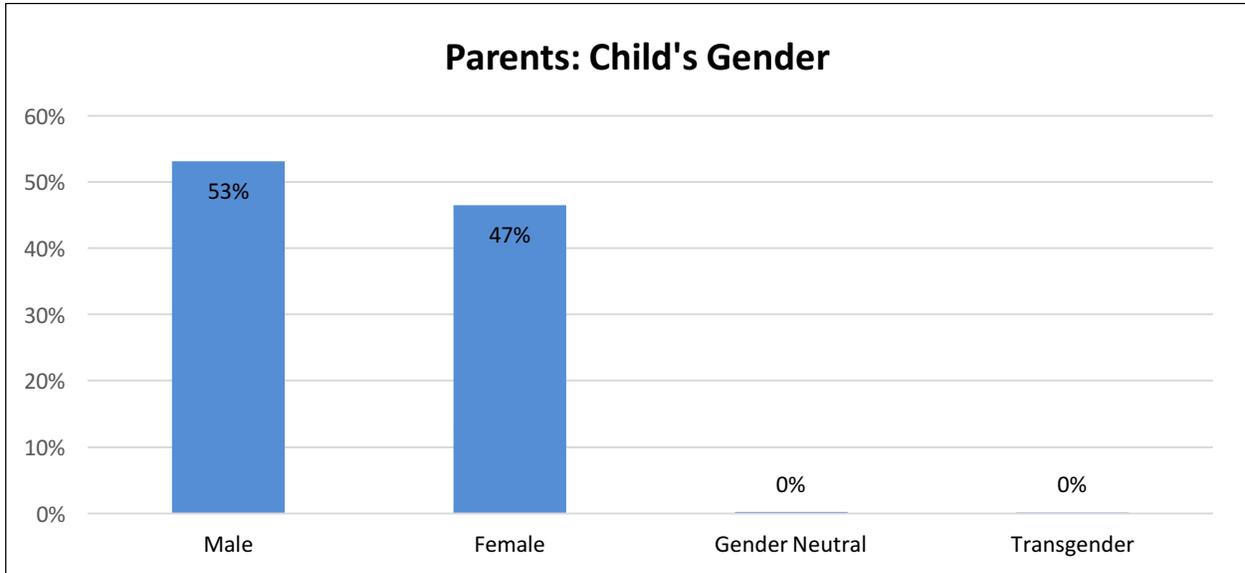
Parents



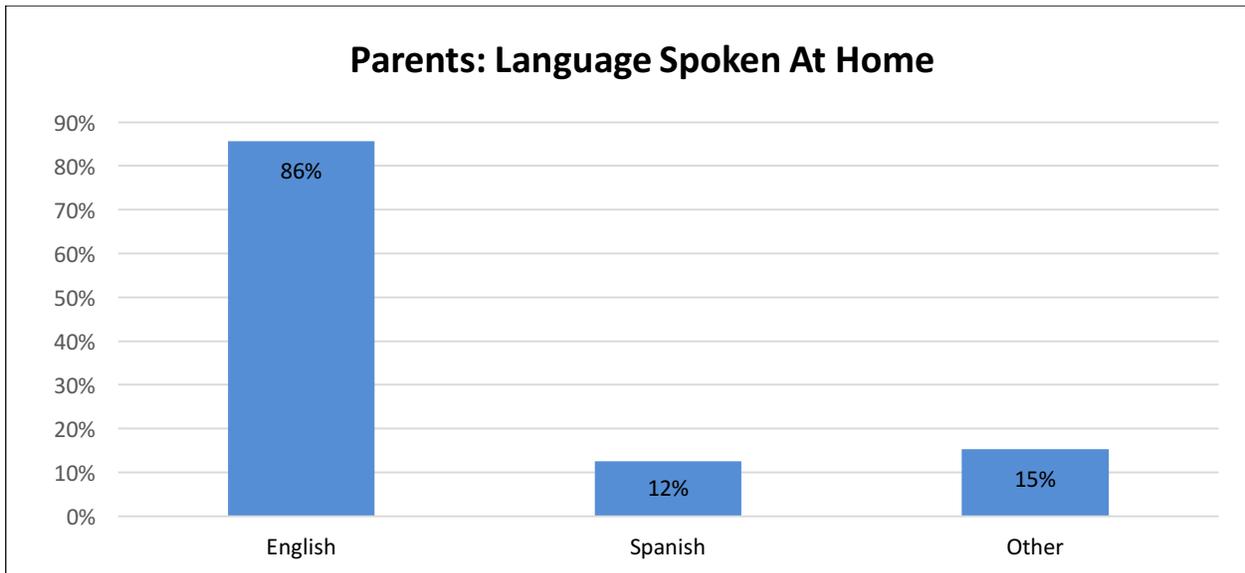
Thirty-four percent (260) of parents indicated that their child was in the 9th grade. A fourth (191) of the parents indicated 10th grade and 16% (125) of parents indicated 12th grade.



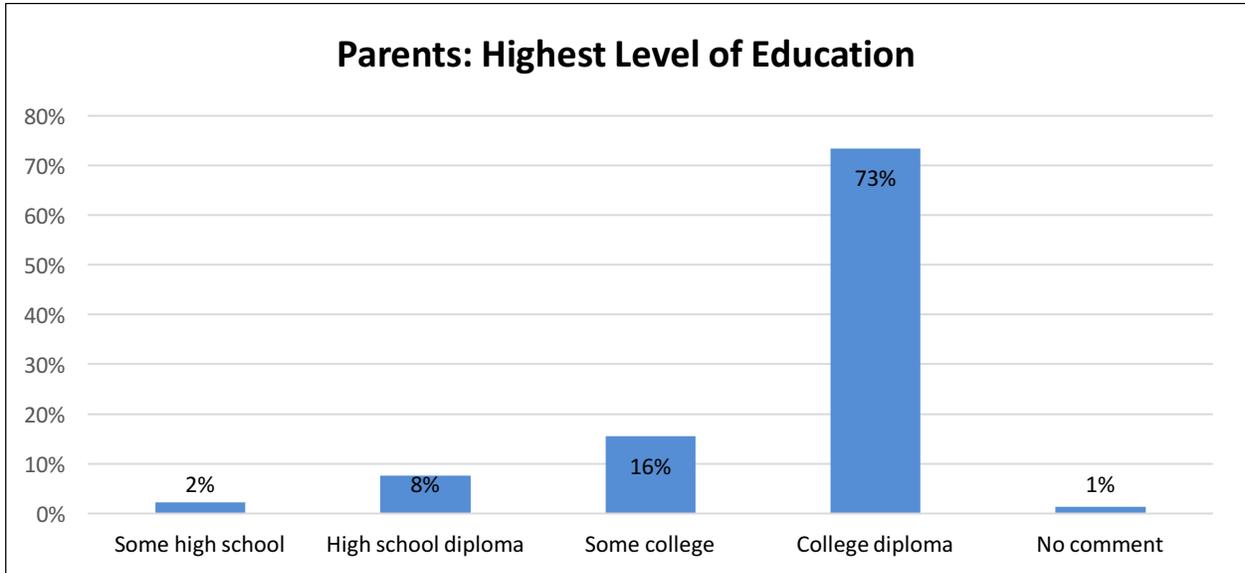
Thirty-one percent (229) of parents identified their child is Hispanic/Latino, 28% (205) as Caucasian, 27% (202) as Asian, 4% (32) as African American. Parents who chose “Other” identified their child as mixed (38).



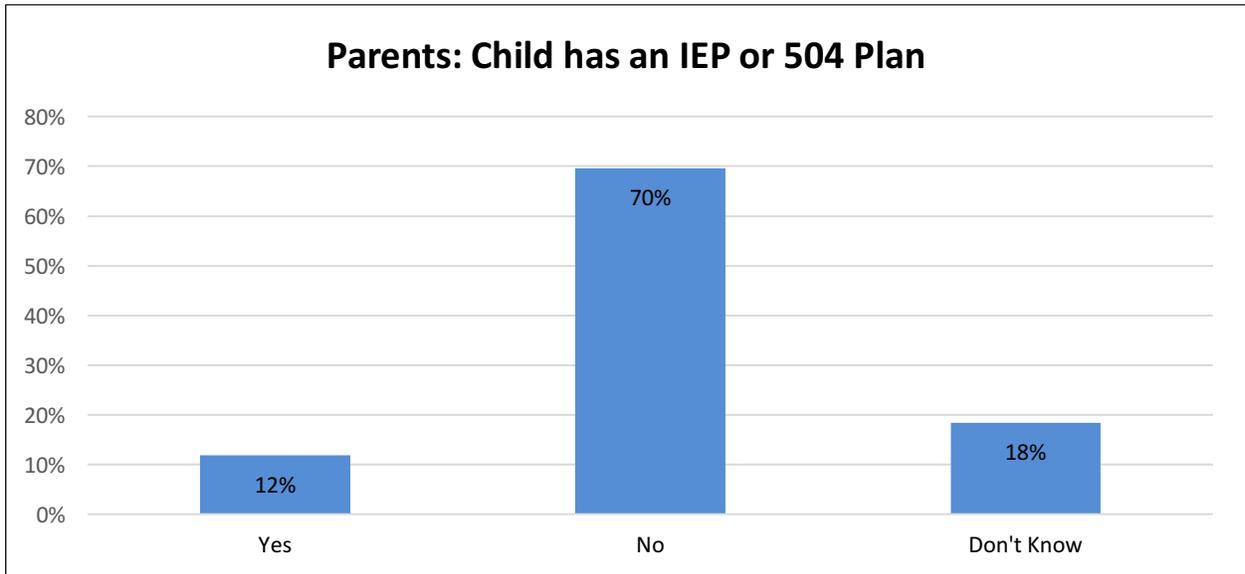
A slight majority of parents (53% / 404) chose male as their child's gender. Two parents chose gender neutral and one parent chose transgender.



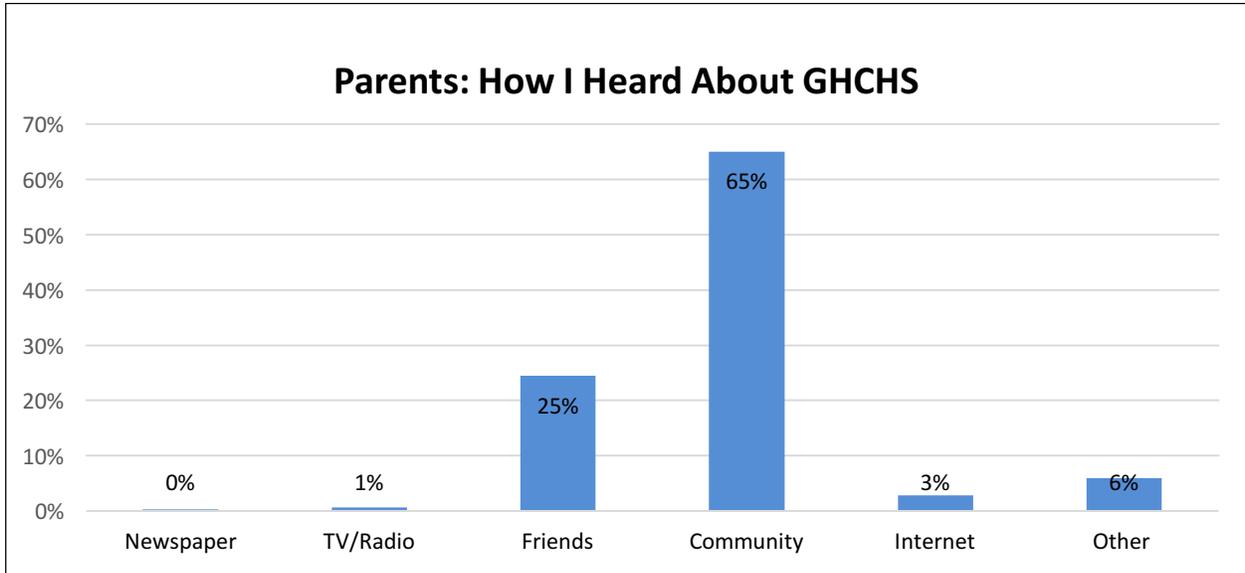
The majority of parents (86% / 652) indicated that they spoke English at home. Twelve percent of parents (95) indicated Spanish. Of the parents who chose "Other" indicated Armenian (11), Tagalog (11), Arabic (8), Farsi (8), Korean (6), and Vietnamese (6).



The majority of parents reported completing college (73% / 558 responses).

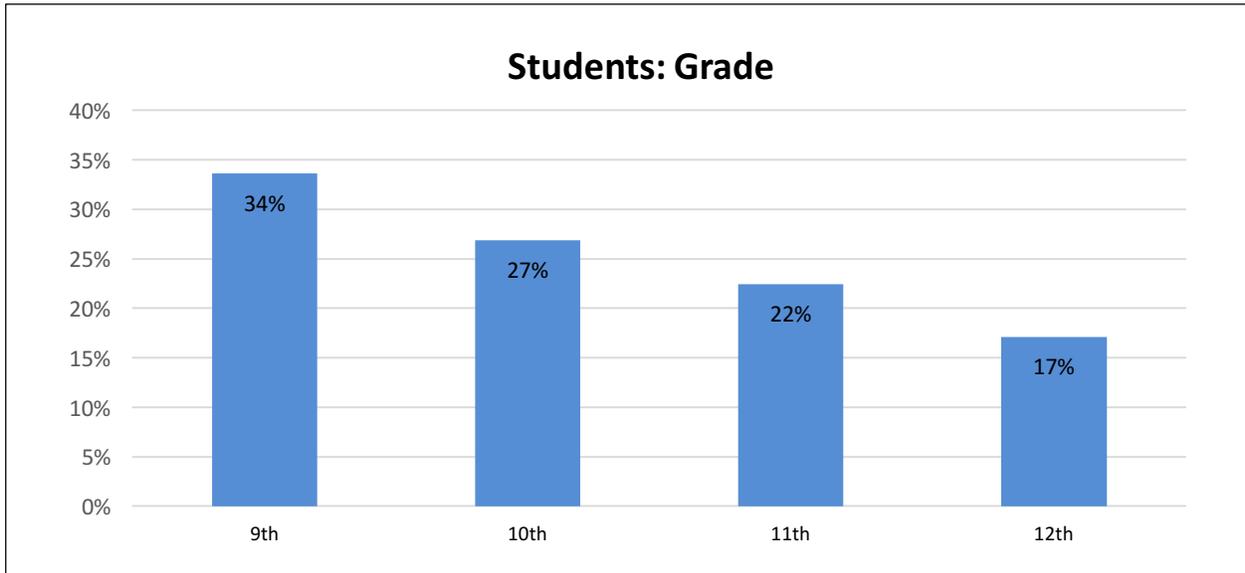


The majority of parents (70% / 525 responses) indicated their child does not have an IEP or 504 plan.

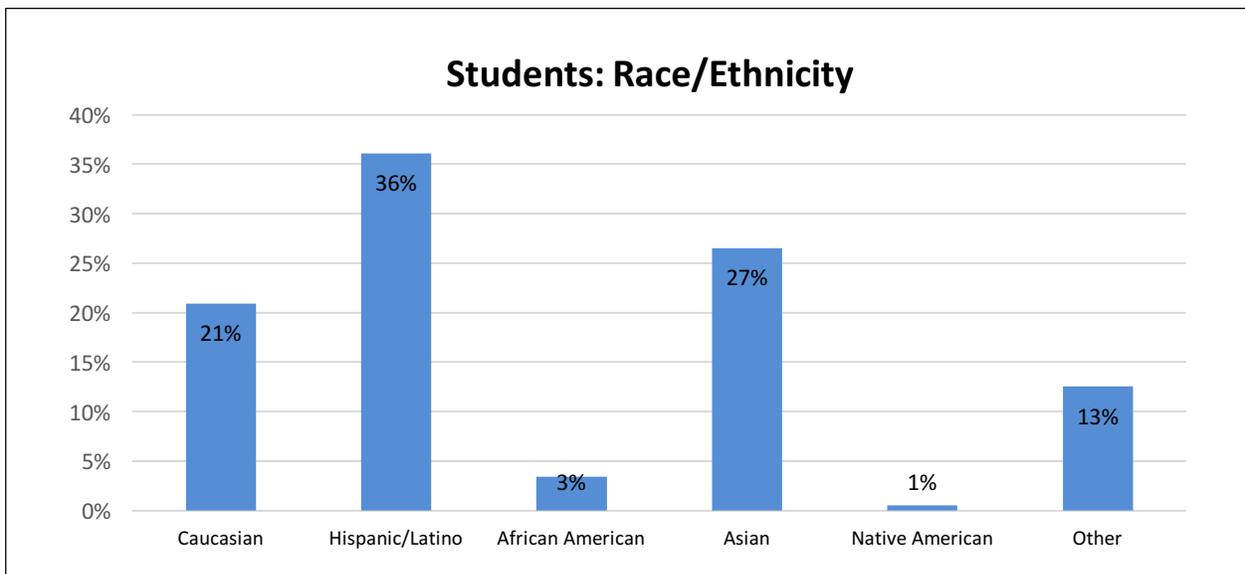


Most parents (65% / 498 parents) indicated that they heard about GHCHS through their community.

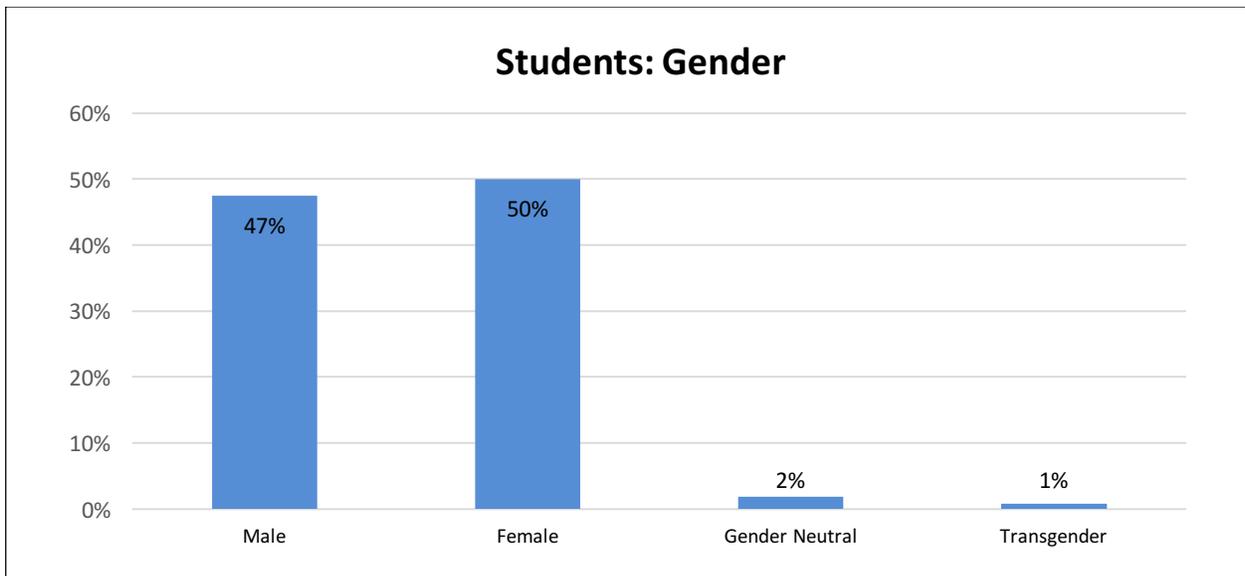
Students



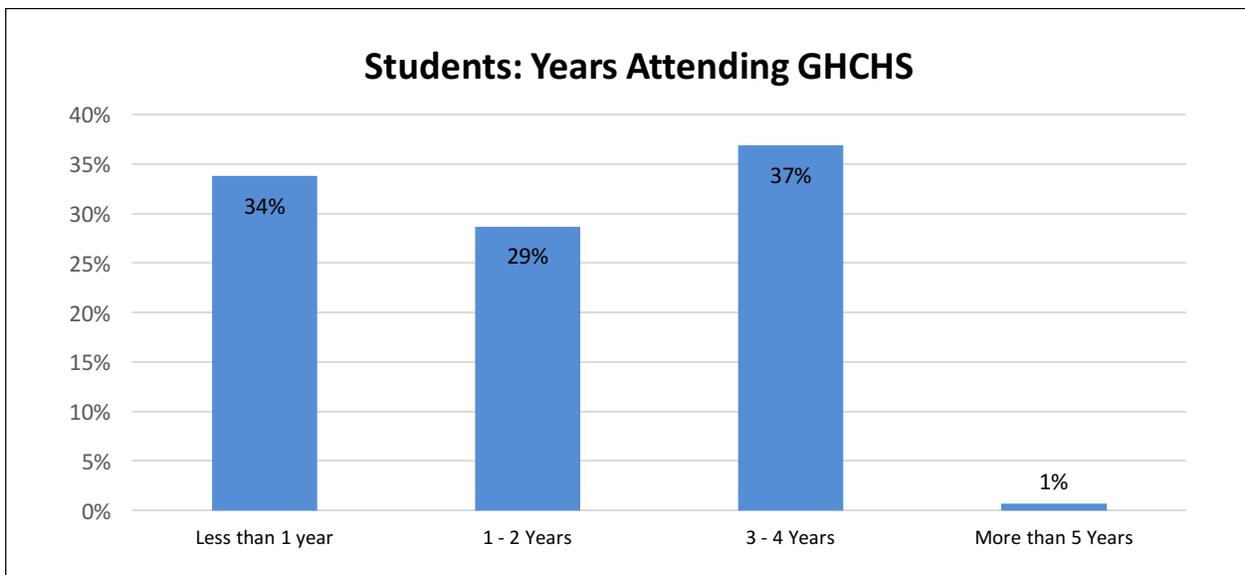
The majority of high school student respondents were in ninth grade (34%), followed by tenth (27%) and eleventh (22%) grades. Students in twelfth grade (17%) were least represented in this year's survey results.



The majority of students at Granada Hills Charter High School identified as Hispanic or Latino (36%). The group second to most represented at the school were Asian (27%), followed by Caucasian (21%). African American students (3%) and Native American students (1%) were not substantially represented in this year's survey. 13% of respondents identified as "Other." This category included mixed race students, pacific islanders, and more.



Half of student respondents were female (50%), compared with just under half identifying as male (47%). Of the remaining respondents, 2% respondents identified as gender neutral and 1% as transgender.



The majority of student responses had attended Granada Hills Charter High School for 3-4 years (37%), followed closely by students having attended for less than 1 year (34%). Only 1% of respondents indicated that they had been at the school for more than 5 years.