

Granada Hills Charter

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Granada Hills Charter
Street	10535 Zelzah Ave.
City, State, Zip	Granada Hills, CA 91344
Phone Number	818.360.2361
Principal	Brian Bauer
Email Address	bbauer@ghctk12.com
School Website	
County-District-School (CDS) Code	19 64733 1933746

2021-22 District Contact Information

District Name	District
Phone Number	818-360-2361
Superintendent	Brian Bauer
Email Address	bbauer@ghctk12.com
District Website Address	http://ghctk12.com

2021-22 School Overview

Granada Hills Charter, the largest charter school in the nation, is an independent public school in the San Fernando Valley. A fiscally independent conversion charter school, Granada Hills Charter has a current student enrollment of approximately 4,750 in its high school program and 1,000 students enrolled in the TK-8 program. The School's student population is one of the most diverse, with more than 40 languages other than English spoken at home and over 60 nationalities represented. Over 50 percent of students are eligible for the National School Breakfast and Lunch Program. As a 501c3 non-profit benefit corporation, the School's Governing Board is the legal entity overseeing all school policy and its \$83 million operating budget.

Granada Hills Charter High School is consistently ranked as one of the best schools in the state and the nation. Students can choose from many AP, honors and college-prep courses offered in a variety of disciplines and can enter academic programs such as AP Capstone, Global Business and Finance; Granada Guaranteed Curriculum; iGranada; International Baccalaureate; Global Human Initiative; CTE; and STEM. GHC has award-winning academic, robotics, visual and performing arts, business, and athletic teams. Every student is issued a Google Chromebook for use at school and at home to best equip them for the 21st Century.

Mission and Vision Statements - Grades TK-12: 14 Years at GHC

Granada Hills Charter will provide a positive student-centered environment in which all students will develop academic skills, practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse society.

The school's vision 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.

Every student who graduates from GHC 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;

2021-22 School Overview

- A Problem Solver, able to apply a variety of thinking, creative and computing skills to produce solutions for 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.

The Granada Hills Charter Governing Board continues to address established school goals. These goals are continuously validated by high student academic achievement, receipt of a five-year renewal of our charter in 2018 from Los Angeles Unified, our charter authorizer; maintenance of a financially sound budget; and expansion of academic program offerings.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	156
Grade 1	130
Grade 2	130
Grade 6	150
Grade 7	150
Grade 9	1,244
Grade 10	1,175
Grade 11	1,195
Grade 12	1,132
Total Enrollment	5,462

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.4
Asian	16.4
Black or African American	4.2
Filipino	9.4
Hispanic or Latino	40.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	0.9
White	25.5
English Learners	2.4
Foster Youth	0.2
Homeless	0.1
Socioeconomically Disadvantaged	48.8
Students with Disabilities	8.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	189
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	189

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Language of Composition Reading Writing Rhetoric Literature Reading Fiction Poetry and Drama Literature 11th (McDougal Littell) 2010 Literature 10th (McDougal Littell) 2010 Literature 9th (McDougal Littell) 2010 Various Novels	Yes	0
Mathematics	Algebra and Trigonometry Structure and Method 2000 Calculus Graphical, Numerical, Algebraic (AP Edition) 2003 The Practice of Statistics for AP 4th Ed. 2012 Calculus (Pearson) 20003 Precalculus 5th Ed. (Brooks/Cole) 2010 Trigonometry 8th Ed. (Pearson) 2005 CPM Geometry, 2017 Big Ideas Algebra I, Algebra II and Geometry 2018 Illustrative Math Algebra I 2018 Java 4th Ed. (McGraw Hill) 2004 Barron's AP Computer Science (5th ed)	Yes	0
Science	Chemistry, 8th Ed. 2011 Chemistry HL 2nd edition (Pearson) 2016 World of Chemistry (Brooks/Cole) 2012 Physics Giancoli 6th Edition (Pearson) 2005 University Physics (Pearson) 2012 Conceptual Physics (Prentice Hall) 2009 Biology (Prentice Hall) 2004 Campbell Biology (Benjamin Cummings) 2012 Biology Concepts & Applications 8th Ed. (Brooks/Cole) 2011 Living in the Environment, AP Ed. 2011 Human Anatomy and Physiology, 7th Ed. (Pearson) 2007 Hole's Essentials of Human Anatomy and Physiology 12th Ed. (McGraw Hill) 2015	Yes	0
History-Social Science	Foundation of Economics 2010 Econ Alive! The Power to Choose and Government Alive! Power, Politics, and You (TCI) 2016 American Government: Roots & Reform, 10th Ed. 2010 The Cultural Landscape, 10th Ed. 2010 World History in Documents (NYU) 2008 World Geography (Glencoe) 2005 Magruder's American Government (Pearson) 2009 Hist 2 Volume 2 Student Ed (Wadsworth) 2011 United States History Modern America (Pearson) 2011 Modern World History (McDougal Littell) 2006 Myers Psychology for AP (BFW Worth) 2011 Psychology, Principles in Practice (Holt McDougal) 2010	Yes	0
Foreign Language	Al-Kitaab (Georgetown University Press) 2011 Alif Baa (Georgetown University Press) 2010	Yes	0

	AP Spanish Language and Culture Exam Preparation (Vista) 2014 Reflexiones (Pearson) 2012 Dynamic Korean (Foundation for Korean Language and Culture in the USA) 2009 French B (Oxford) 2012 Spanish B (Oxford) 2012 Master ASL Level (Sign Media) Master ASL Fingerspelling, Numbers, and Glossing Exprésate 1 (Holt) 2004 Exprésate 2 (Holt) 2004 Exprésate 3 (Holt) 2004 Entre Mundos (Pearson Prentice Hall) 2018 T'es Branché? 1 (EMC Publishing) 2014 T'es Branché? 2 (EMC Publishing) 2014 T'es Branché? 3 (EMC Publishing) 2014 Integrated Chinese (Cheng and Tsui) 2008		
Health	Lifetime Health (Holt) 2008	Yes	0
Visual and Performing Arts	Exploring Visual Designs (Davis) 2000 OnCooking (Prentice Hall) 2003 The Musicians Guide to Theory and Analysis (Norton) 2011 American Art, Wayne Craven 2003	Yes	0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				January 2022
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			As of December 2021, all HVAC units upgraded to MERV-13 and replaced where needed. All gas lines have been repaired to code by LAUSD contractors.
Interior: Interior Surfaces	X			Most classroom interior painting is complete. Office and remaining interior spaces remain and should be complete by Summer 2021. Additional deferred maintenance needs, such as flooring and furniture replacements remain.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Pest mitigation performed annually and as needed on a monthly (as determined by inspections). Campus cleanliness is prioritized by facilities and operations staff.
Electrical		X		LADWP installed a temporary transformer to power campus in December 2018. Per LAUSD, design for permanent replacement solution is underway during the 2022 school year.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		LAUSD major plumbing update completed 2021. Restrooms are cleaned and stocked multiple times each day, or as needed. Fountain water is filtered. All water fountains on campus replaced in 2021.
Safety: Fire Safety, Hazardous Materials	X		Annual testing performed in 2021.
Structural: Structural Damage, Roofs		X	Roof leaks occur during raining season. School still working on roof maintenance and replacement plan.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		TK-8 Program campus construction completed in 2021. Full certificate of occupancy anticipated in 2022.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Grade 6 Student Groups	Grade 6 Total Enrollment	Grade 6 Number Tested	Grade 6 Percent Tested	Grade 6 Percent Not Tested	Grade 6 Percent At or Above Grade Level
All Students	150	150	100%	0%	71.3%
Female	75	75	100%	0%	72.0%
Male	75	75	100%	0%	70.7%
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	24	24	100%	0%	91.7%

Black or African American	8	8	100%	0%	87.5%
Filipino	18	18	100%	0%	77.8%
Hispanic or Latino	60	60	100%	0%	56.7%
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	0	0	N/A	N/A	N/A
White	36	36	100%	0%	72.2%
English Learners	6	6	100%	0%	16.7%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	0	0	N/A	N/A	N/A
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	62	62	100%	0%	69.4%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	6	6	100%	0%	33.3%
Grade 7 Student Groups	Grade 7 Total Enrollment	Grade 7 Number Tested	Grade 7 Percent Tested	Grade 7 Percent Not Tested	Grade 7 Percent At or Above Grade Level
All Students	150	150	100%	0%	65%
Female	70	70	100%	0%	75.7%
Male	80	80	100%	0%	56.3%
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	23	23	100%	0%	91.3%
Black or African American	9	9	100%	0%	88.9%
Filipino	13	13	100%	0%	76.9%
Hispanic or Latino	70	70	100%	0%	51.4%
Native Hawaiian or Pacific Islander	2	2	100%	0%	100%
Two or More Races	0	0	N/A	N/A	N/A
White	26	26	100%	0%	61.5%
English Learners	2	2	100%	0%	50%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	0	0	N/A	N/A	N/A
Military	1	1	100%	0%	100%
Socioeconomically Disadvantaged	73	73	100%	0%	56.2%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	16	16	100%	0%	25%
Grade 11 Student Groups	Grade 11 Total Enrollment	Grade 11 Number Tested	Grade 11 Percent Tested	Grade 11 Percent Not Tested	Grade 11 Percent At or Above Grade Level
All Students	1195	1009	84%	16%	69.5%
Female	604	522	86%	14%	75.7%
Male	591	487	82%	18%	62.8%

American Indian or Alaska Native	2	1	50%	50%	100%
Asian	199	179	90%	10%	83.8%
Black or African American	53	39	74%	26%	71.8%
Filipino	109	100	92%	8%	71%
Hispanic or Latino	489	409	84%	16%	64.3%
Native Hawaiian or Pacific Islander	7	4	57%	43%	100%
Two or More Races	21	18	86%	14%	66.7%
White	317	259	82%	18%	66.4%
English Learners	26	24	92%	8%	29.2%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	3	1	33%	67%	0%
Military	5	5	100%	0%	80%
Socioeconomically Disadvantaged	610	498	82%	18%	66.1%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	111	80	72%	28%	33.8%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Grade 6 Student Groups	Grade 6 Total Enrollment	Grade 6 Number Tested	Grade 6 Percent Tested	Grade 6 Percent Not Tested	Grade 6 Percent At or Above Grade Level
All Students	150	150	100%	0%	47.3%
Female	75	75	100%	0%	42.7%
Male	75	75	100%	0%	52%
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	24	24	100%	0%	83.3%
Black or African American	8	8	100%	0%	50%
Filipino	18	18	100%	0%	61.1%
Hispanic or Latino	60	60	100%	0%	26.7%
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	0	0	N/A	N/A	N/A
White	36	36	100%	0%	47.2%
English Learners	6	6	100%	0%	16.7%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	0	0	N/A	N/A	N/A
Military	0	0	N/A	N/A	N/A

Socioeconomically Disadvantaged	62	62	100%	0%	45.2%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	6	6	100%	0%	0%
Grade 7 Student Groups	Grade 7 Total Enrollment	Grade 7 Number Tested	Grade 7 Percent Tested	Grade 7 Percent Not Tested	Grade 7 Percent At or Above Grade Level
All Students	150	150	100%	0%	62.7%
Female	70	70	100%	0%	68.8%
Male	80	80	100%	0%	57.5%
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	23	23	100%	0%	87.0%
Black or African American	9	9	100%	0%	77.8%
Filipino	13	13	100%	0%	84.6%
Hispanic or Latino	70	70	100%	0%	48.6%
Native Hawaiian or Pacific Islander	2	2	100%	0%	100%
Two or More Races	0	0	N/A	N/A	N/A
White	26	26	100%	0%	61.5%
English Learners	2	2	100%	0%	0%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	0	0	N/A	N/A	N/A
Military	1	1	100%	N/A	100%
Socioeconomically Disadvantaged	73	73	100%	0%	57.5%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	16	16	100%	0%	12.5%
Grade 11 Student Groups	Grade 11 Total Enrollment	Grade 11 Number Tested	Grade 11 Percent Tested	Grade 11 Percent Not Tested	Grade 11 Percent At or Above Grade Level
All Students	1195	1047	88%	12%	77.3%
Female	604	542	90%	10%	79.7%
Male	591	505	85%	15%	74.7%
American Indian or Alaska Native	2	1	50%	50%	100%
Asian	199	184	92%	8%	89.7%
Black or African American	53	41	77%	23%	63.4%
Filipino	109	104	95%	5%	85.6%
Hispanic or Latino	489	429	88%	12%	70.9%
Native Hawaiian or Pacific Islander	7	5	71%	29%	60%
Two or More Races	21	19	90%	10%	79.0%
White	317	264	83%	17%	77.7%
English Learners	26	21	81%	19%	33.3%
Foster Youth	0	0	N/A	N/A	N/A

Homeless	3	1	33%	67%	0%
Military	5	5	100%	0	100%
Socioeconomically Disadvantaged	610	517	85%	15%	73.7%
Students Receiving Migrant Education Services	0	0	N/A	N/A	N/A
Students with Disabilities	111	86	77%	23%	33.7%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	25.29	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Granada Hills Charter grades 9-12 offers three established Career Technical Education strands with the shared support of a Perkins Grant. Courses are offered in automotive, culinary arts, and business. The Global Business and Finance (GBF) Program for grades 10-12 provides a foundation of business and finance coursework which includes Money and Banking, Business Statistics, and Entrepreneurship taught by a collaborative group of teachers. Students have access to a variety of summer work experiences and internship explorations from a variety of local businesses. Articulation agreements are established with Los Angeles Pierce College, local adult schools and occupational centers to enhance the CTE curriculum and provide opportunities for students to advance their skills. Advisory Committees and Trade Advisory Committees consisting of local business, community college and university representatives meet semi-annually to provide input for refining and enhancing our CTE programs. GHC continuously explores opportunities for CTE students to participate and intern in local businesses and universities.

Annual surveys are conducted in which graduates are encouraged to report their continued interest in CTE coursework initially explored at Granada Hills Charter. Advisory Committees comprised of local business, industry, junior college and university representatives meet semi-annually to provide input on curriculum, program development and articulation to ensure successful preparation of our students. Our high school offers courses intended to help students prepare for the world of work. These CTE courses are open to all students. All programs include A-G graduation requirements and all CTE courses are A-G approved.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,539
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	23.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	23.4

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.73
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	78.27

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are involved through the Governing Board, charter governance committees, and parent groups. At least one parent serves on the GHC Governing Board. In addition, a parent may also serve the Governing Board through any of three Community and At Large Boards. There are two parent members on each of the three standing committees (Curriculum and

2021-22 Opportunities for Parental Involvement

Instruction, Student Services, and Operations). These committees along with the Parent Advisory, School Site Council, and English Learner Advisory Committees are responsible for developing and assessing proposals that are ultimately approved by the Governing Board. Other parent organizations support athletic teams and student activities. Translators are available at selected meetings for parents who speak a language other than English. Both the TK8 and 9-12 programs have PTSA organizations that provide additional opportunities for involvement, and many parents volunteer to assist with school activities and at Open House and Back-to-School Night. Parents additionally volunteer as chaperones on field trips and excursions, work GHC community events, share their areas of expertise as guest speakers and assist in community outreach to obtain student internships, job shadowing experiences and mentors for our students.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.1	2.0	1.5	10.9	8.9	8.1	9.0	8.9	9.4
Graduation Rate	95.1	94.6	93.9	81.5	82.9	83.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	1140	1071	93.9
Female	554	532	96.0
Male	586	539	92.0
American Indian or Alaska Native	--	--	--
Asian	195	190	97.4
Black or African American	42	38	90.5
Filipino	116	116	100.0
Hispanic or Latino	445	420	94.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	12	92.3
White	294	265	90.1
English Learners	29	23	79.3
Foster Youth	--	--	--

Homeless	--	--	--
Socioeconomically Disadvantaged	755	708	93.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	146	115	78.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	5540	5486	78	1.4
Female	2753	2731	21	0.8
Male	2784	2752	57	2.1
American Indian or Alaska Native	22	21	2	9.5
Asian	903	896	2	0.2
Black or African American	238	234	6	2.6
Filipino	516	515	1	0.2
Hispanic or Latino	2259	2237	36	1.6
Native Hawaiian or Pacific Islander	26	26	1	3.8
Two or More Races	49	48	1	2.1
White	1408	1392	23	1.7
English Learners	143	140	5	3.6
Foster Youth	15	14	2	14.3
Homeless	10	9	4	44.4
Socioeconomically Disadvantaged	2730	2713	45	1.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	546	530	41	7.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.58	0.02	0.65	0.00	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.50	0.44	2.45
Expulsions	0.02	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.02	0.00
Female	0.00	0.00
Male	0.04	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.07	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Granada Hills Charter maintains clean and safe campuses staffed by continuous security and seven-day per week plant and facilities crew. Granada Hills Charter has developed a comprehensive Safe School Plan in cooperation with LAUSD and local law enforcement which is reviewed and revised each year. The PTSA holds an annual community safety meeting to present the Safe School Plan. Policies for discipline, attendance, dress, and academic integrity as well as for fire, earthquake, and lockdown emergency drills are well established. Fire and earthquake evacuation drills are held regularly.

Both the TK-8 and 9-12 campuses are secured during the school day and all visitors must register with the office and are assigned a pass that permits them to visit only specific offices or classrooms. A staff member is regularly assigned to the only open entrance used during the school day. Additionally, cameras located at these entrances ensure that all visitors are monitored once they enter the campus. Additional safety cameras and commercial lights were added to the campus-monitoring network within the past few years. Following the latest recommendations on school safety procedures, GHC has implemented School Gate Guardian, a front door check-in system that retains a full database of all school visitors. In addition, GHC has safety and emergency supplies to meet the school and community needs in the event of a major earthquake or other emergency.

Campus safety personnel include a full-time school police officer, discipline deans, attendance deans, a campus security coordinator, full-time campus aides, and 24 hour-security guards. The Safety Committee meets monthly and conducts both announced and unannounced safety drills during non-instructional time. Members attend various trainings, including an LAPD training, Los Angeles School Police Training and other local and national trainings.

In response to the COVID-19 pandemic, both campuses were closed to the public in March 2020. Staff members who work on campus follow local health guidelines with regards to health screening, social distancing, and testing. Both campuses reopened to students in April 2021, with a full reopening in August 2021, following all COVID health and safety protocols.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		6	
1	24		5	
2				
3				
4				
5				
6	30		16	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		6	
1	26		5	
2	26		5	
3				
4				
5				
6	29	2	17	7

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	18	97	34
Mathematics	32	14	40	84
Science	27	46	30	71
Social Science	26	56	49	63

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	24	76	69
Mathematics	29	49	14	103
Science	24	82	18	67
Social Science	25	78	26	82

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	24	86	56
Mathematics	26	51	30	90
Science	31	9	50	76
Social Science	23	78	31	79

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	455.2

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	17
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	4
Social Worker	2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	11

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,446	\$3,806	\$8,640	\$93,363
District	N/A	N/A	\$9,056	\$78,721
Percent Difference - School Site and District	N/A	N/A	-4.7	17.0
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	2.3	9.8

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,587	\$50,897
Mid-Range Teacher Salary	\$78,721	\$78,461
Highest Teacher Salary	\$92,389	\$104,322
Average Principal Salary (Elementary)	\$124,955	\$131,863
Average Principal Salary (Middle)	\$136,210	\$137,086
Average Principal Salary (High)	\$137,581	\$151,143
Superintendent Salary	\$350,000	\$297,037
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	44.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	5
Fine and Performing Arts	4
Foreign Language	3
Mathematics	3
Science	6
Social Science	8
Total AP Courses Offered	31

Professional Development

GHC provides schoolwide and targeted professional development to both certificated and classified personnel. Before the start of each semester, teachers have professional learning days to establish goals and lay the groundwork for targeted professional development for the year. During the year, teachers and instructional aides meet every Tuesday morning for an hour before school for department, interdisciplinary, and academic program meetings. Teachers meet in their content-specific or grade level groups to establish the guaranteed curriculum, share practice, evaluate strategies, develop common formative and summative assessments, examine data, calibrate grades using student work, and identify students who need intervention and additional support. The flexibility of horizontal and vertical teaming helps teachers understand student performance in similar groups and assist in developing instruction that supports longitudinal skills.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4