



TO: Granada Hills Charter Governing Board

DATE: Monday, June 12, 2023

FROM: Frank Tarczynski, Interim Administrative Director of Instruction

SUBJECT: 2022-2023 Local Indicators Report

Overview:

The California School Dashboard and State and Local Performance Indicators are the foundation of the accountability system for California districts and schools. The State and Local Indicators are aligned with the eight CA state priorities that guide Granada Hills Charter’s (“GHC”) Local Control and Accountability Plan (LCAP).

Priority Area	State Indicator	Local Indicator
Basic Services or Basic Condition at schools (Priority 1)	*	Basics Conditions at School
Implementation of State Academic Standards (Priority 2)	*	Implementation of State Academic Standards
Parent Involvement and Family Engagement (Priority 3)	*	Parent Engagement
Student Achievement (Priority 4)	Academic Indicator English Learner Indicator	*
Student Engagement (Priority 5)	Chronic Absence Indicator Graduation Rate Indicator	*
School Climate (Priority 6)	Suspension Rate Indicator	Local Climate Survey
Access to a Broad Course of Study (Priority 7)	College/Career Indicator	Access to a Broad Course of Study
Outcomes in a Broad Course of Study (Priority 8)	College/Career Indicator	*

The five Local Indicators include:

- Basic Services and Conditions



- Implementation of State Academic Standards
- Parent and Family Engagement
- School Climate
- Access to a Broad Course of Study

GHC is required to measure its progress based on locally collected data and report the results through the CA School Dashboard using the Local Indicators Self-Reflection Tools and prompts. The State Board of Education (SBE) approved standards for the Local Indicators that support districts in measuring and reporting their progress within each priority area. For each local indicator, the approved standard includes:

1. Measuring progress on the Local Indicator using self-reflection tools
2. Reporting the results to the local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard

For each applicable Local Indicator, GHC self-assigned one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

GHC makes the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas supports GHC in local planning and improvement efforts.

Priority 1: Basics - Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

Basic Requirements	#
Number/percentage of mis-assignments of teachers of ELs, total teacher mis-assignments, and vacant teacher positions	0
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	3

Performance Level for Priority 1: Met

Priority 2: Implementation of Academic Standards

This measure covers the implementation of state academic standards.

GHC used self-reflection rubrics provided by the California Department of Education to determine progress in the following areas related to standards implementation:

- Professional Learning
- Instructional Materials
- Improving the delivery of instruction
- Implementation of other adopted academic standards
- Support for Teachers and Administration

The rating scale is as follows:

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards			X		
History-Social Science			X		



2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science			X		

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science			X		

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.



Academic Standards	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards			X		
Physical Education Model Content Standards					X
Visual and Performing Arts			X		
World Language					X

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

For 2022-2023 GHC focused on implementing the Canvas Learning Management System in both the TK-8 and high school campuses. Additionally, the World Languages and Cultures department focused on implementing new curriculum in Spanish, Korean, French, and Mandarin courses. Continued professional development on Capturing Kids’ Hearts and Second Step were also a focus.

For 2023-2024 GHC will continue to focus on the implementation of Canvas and Capturing Kids’ Hearts/Second Step, but will also begin the projected three year implementation of Understanding by Design (UbD) in both campuses. UbD will support and deepen teachers’ planning and ability to



facilitate engaging lessons with authentic assessments that appropriately measure students' learning. Lastly, Granada Hills Charter will continue to address classroom-based and out-of-classroom interventions and extension activities to support every student.

Performance Level for Priority 2: Met

Priority 3: Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating
Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
Rate the LEA's progress in creating welcoming environments for all families in the community.	5
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5



Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5
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Building Relationships Dashboard Narrative

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The stakeholder survey, feedback (minutes from standing committees, Governing Board, School Site Council/LCAP Advisory, parent workshops, parent advisory, English Learner Advisory Committee, and additional groups) help to craft policies that remain consistent and adapt to the community's identified needs. Granada Hills Charter offers opportunities for parents and guardians to provide input on policies/procedures and identified school goals by becoming voting members on the following:

- Operations Standing Committee
- Curriculum and Instruction Standing Committee
- Student Services Standing Committee
- School Site Council (SSC)
- English Learner Advisory Council (ELAC)
- Granada Hills Charter Governing Board

Meetings are held at different times throughout the year. The Granada Hills Charter (GHC) English Learner Advisory Council (ELAC) meets during the morning as well as the evening based on the feedback received from parents within the community where the parents and guardians identified the most convenient times. All Standing Committee meetings as well as the ELAC meetings have minutes posted on the website for all stakeholders to access. Additional opportunities for parent/guardians to provide feedback on identified Western Association of Schools and Colleges (WASC) goals and the Local Control Accountability Plan (LCAP) goals are offered at the following meetings:

- Parent Advisory Meetings
- Parent Ambassador Meetings
- Athletics Parent Meeting
- PTSA for TK-8 and high school
- Parent Workshops
- Dashboard Parent Meetings



2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

A focus area that's been a concern for GHC is ensuring the use of Canvas as a communication tool and vehicle for parents to keep updated with their student's grades and classwork. Another focus area that GHC started to implement this year was hosting all staff days at GHC student events/sports. GHC will continue to identify opportunities for parents to volunteer on campus (classrooms, events, etc.) and as chaperones for off campus events and outings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

GHC will continue to use data and resources to ensure underrepresented families are receiving the same level of access and opportunities as other families. The ELAC and PTSA meetings will continue to support those families by offering opportunities for engagement with GHC. The Wellness Center and Resource Center will continue to provide services and support to those families as well as hosting in person and online workshops to those families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability



Practices	Rating
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Parents receive notification around intervention services through emails, weekly newsletters from the TK-8 and high school, student announcements, individual phone calls and emails to identified families, flyers, calendar updates through the mobile application as well as push notifications, one-to-one conversations with parents and students. Additional communications to parents include meetings and information from the Intervention Coordinator, College/Career Counselors, and Academic Counselors. Intervention services are listed below:

- Writing Center
- Math Center
- Parent Workshops
- Academic Mentor Program for tutoring during the instructional day
- After school and before school tutoring
- Online tutoring services

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

GHC will continue to refine the early identification systems for students who are struggling either academically, with mental health, or social-emotionally. The



Intervention Coordinator will provide more information and data to department chairs to inform departments on which students are struggling and what services are offered and needed. The Special Programs will continue to support the SST and COST processes with help from the attendance office, social workers, deans, intervention, and academic counselors.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

GHC will make sure to carve out and direct messaging to underrepresented families in order to build more active engagement from them. GHC has found that communication can be the obstacle to underrepresented families participating in decision-making opportunities. GHC needs to review and refine the communications systems to ensure those families are receiving access.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5



Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Granada Hills Charter offers opportunities for parents and guardians to provide input on policies/procedures and identified school goals by becoming voting members on the following:

- Operations Standing Committee
- Curriculum and Instruction Standing Committee
- Student Services Standing Committee
- School Site Council/LCAP Advisory Committee
- Granada Hills Charter Governing Board

Meetings are held at different times throughout the year. The Granada Hills Charter (GHC) English Learner Advisory Council (ELAC) meets during the morning as well as the evening based on the feedback received from parents within the community where the parents and guardians identified the most convenient times. All Standing Committee meetings as well as the ELAC meetings have minutes posted on the website for all stakeholders to access. Additional opportunities for parent/guardians to provide feedback on identified Western Association of Schools and Colleges (WASC) goals as well as Local Control Accountability Plan (LCAP) goals are offered at the following meetings:

- Parent Advisory Meetings
- Parent Ambassador Meetings
- Athletics Parent Meeting
- PTSA for TK-8 and for high school
- Parent Workshops

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.



A focus area for improvement is timeliness and focus of the SSC/LCAP Advisory Committee. This year the meetings were scheduled but the scope and sequencing of the work was not as clear and actionable as previous years. Next year, GHC will create and present a clearer scope and sequence of the work SSC/LCAP Advisory will be engaging with throughout the school year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

GHC will make sure to carve out and direct messaging to underrepresented families in order to build more active engagement from them. GHC has found that communication can be the obstacle to underrepresented families participating in decision-making opportunities. GHC needs to review and refine the communications systems to ensure those families are receiving access.

Performance Level for Priority 3: Met

Priority 6: Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

In March of 2023, students, staff, and parents of Granada Hills Charter completed a satisfaction survey from Panorama Education that asked them to evaluate and provide feedback on the following: School Climate, School Safety, School Belonging, School Engagement, Professional Development, School Leadership, and Family Engagement.

For students in TK-8, 87% of students hold a favorable view of the academic program, 78% hold a favorable view of communications, and 78% hold a favorable view of safety & discipline.

For students in high school, 92% of students hold a favorable view of the academic program, 60% hold a favorable view of communications, and 82% hold a favorable view of safety & discipline.

For parents of TK-8 students, 92% of parents hold a favorable view of the academic program, 77% hold a favorable view of communications, and 90% hold a favorable view of safety & discipline.



For parents of high school students, 78% of parents hold a favorable view of the academic program, 78% hold a favorable view of communications, and 79% hold a favorable view of safety & discipline.

Overall, GHC continues to make gains with its academic programs. Through all the surveys administered throughout the year, GHC received the following feedback: Students voiced their displeasure with the school dress code, tardy policy, and cell-phone policy. Students shared a desire for a greater sense of belonging on campus, building healthy and supportive relationships with students and adults. Students shared how one of GHC's strengths is in the variety and diversity of after school clubs, teams, events, and other extracurriculars the school offers. Students positively shared how many tutoring opportunities GHC offers to support students who are struggling academically. Students positively shared an appreciation for GHC's commitment to addressing mental health, especially with the Wellness/Resource Center. Parents shared a desire to see more relevant and engaging lessons from teachers. Parents shared a concern around grading practices that are timely and are fairly implemented across grade levels and content areas. Parents shared their concern with mathematics, specifically on how to improve student schools and ensuring all students have access to the support they need. Parents shared a desire to be more involved with the school in any capacity that's needed. Through surveys and meetings with the SSC/LCAP Advisory, it would be a good opportunity to inform and educate parents on the California Dashboard, including what each indicator means and how GHC compares to neighboring schools. Parents shared overall positive feedback on the school climate and safety of GHC.

Performance Level for Priority 6: Met

Priority 7: Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

- 1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

GHC implements systemic monitoring of all students using the College and Career Indicator as the guide and eSchool/Cognos Reports as the tool for ensuring all students are enrolled in a broad course of study. Implementation of additional Career Technical Education Pathways in Theatre,



Dance, Digital Design (CALPADS). Industry Certification opportunities in the CTE Business, Culinary, Digital and Automotive Pathways (CALPADS). Additional sheltered classes added to the master schedule for English and Math. Active monitoring of graduation requirements, master scheduling, and placement for students with an IEP, English Learners, Foster Youth, Homeless students (eSchool/Cognos Report). Additional Learning Labs added to the master schedule for Students with Disabilities (eSchool/Cognos Report). Increased opportunities for all students to recover courses (eSchool/Cognos Report). Summer Transition Academy – Incoming new students participate in Summer Transition Academy for enrichment, intervention, assessment and identification of skill levels through Math and English diagnostics. Summer School Remedial or “Catch-Up” Courses – Students who earned a D or F in their A-G required coursework have access to recover their credits through a six-week summer session. EL Students - Grade 11 ELA offers a “sheltered” section in order to address the identified needs of our English Learners in addition to an Advanced ELD course.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Locally selected measures are examined every year with the Board and used in determining the refining of LCAP goals with all of GHC’s educational partners. A-G Course Completion and Access to Advanced Courses - All student subgroups have shown significant growth in the percentage of graduates who complete the University of California’s A-G course requirements, and GHC significantly outperforms neighboring and comparable schools, LAUSD, and California. GHC has made concerted efforts to increase the number of underrepresented student populations enrolling in advanced, college level courses. Over the past three years, the percentage of students completing at least one Advanced Placement or International Baccalaureate in all student subgroups has increased significantly. College Enrollment and Persistence Rates - Since the class of 2010, 95-96% of GHC graduates return to college for their sophomore year, outperforming both California and the United States (both approximately 70%). Additional data from the class of 2010 indicates that 53% of GHC graduates complete a college degree within six years. Final Grade Distribution by Student Group - The six week and twelve week reporting periods are used to help students raise their grades before the end of the semester. English Learner Reclassification – Reviewed by ELAC and English Learner coordinator throughout the year; and is used to identify if students are on-track towards reclassification.

3. Identification of any barriers preventing access to a broad course of study for all students.



GHC recognizes that there is a need for intervention with students not demonstrating "Prepared" on the CCI. GHC continues to provide multiple opportunities within the instructional day as well as through college courses after school. We recognize a need for improvement with the access to college courses within the instructional day. Our current barrier is identifying partnerships with local community colleges and aligning their offerings (CTE pathways as well) with our current offerings as well as providing additional courses which meet the needs of identified subgroups during the instructional day. GHC has two articulation agreements with two community colleges for Culinary and Automotive. However, we are currently seeking additional partnerships with community colleges on the campus in order to offer a college course taught during periods 0-6 in order to accommodate scheduling needs of our students.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Access to college courses throughout the instructional day will allow more opportunities for students to earn college credit while meeting the graduation requirements as well. We recognize that there is need for improvement with the access to college courses within the instructional day. Our current barrier is the partnerships with local community colleges and aligning their offerings (CTE pathways as well) with our current offerings as well as providing additional courses which meet the needs of identified subgroups during the instructional day. GHC has two articulation agreements with two community colleges for Culinary and Automotive. However, we want to invite community colleges on the campus in order to offer a college course taught during periods 0-6 in order to accommodate scheduling needs of our students.

Performance Level for Priority 7: Met

Approved by the GHC Governing Board 6/12/23

David Bensinger

David Bensinger, Board Secretary