Granada Hills Charter
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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. |
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| DataQuest | DataQuest is an online data tool located on the CDE DataQuest web page at https://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) https://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. |

2022-23 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	http://ghctk12.com
County-District-School (CDS) Code	19 64733 1933746

2022-23 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

2022-23 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 4,700 in its high school program and more than 1,100 students are 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 $93 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;

2022-23 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.
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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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	156
Grade 1	130
Grade 2	130
Grade 3	130
Grade 6	150
Grade 7	150
Grade 8	150
Grade 9	1,186
Grade 10	1,192
Grade 11	1,118
Grade 12	1,183
Total Enrollment	5,675

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.2
American Indian or Alaska Native	0.4
Asian	16.2
Black or African American	4.0
Filipino	9.1
Hispanic or Latino	41.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	0.8
White	25.6
English Learners	2.3

Foster Youth	0.1
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	42.0
Students with Disabilities	8.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	195.50	92.37	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	0.38	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	0.85	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.70	2.70	1060.30	3.90	12115.80	4.41
Unknown	7.80	3.69	1651.30	6.07	18854.30	6.86
Total Teaching Positions	211.60	100.00	27194.20	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	207.10	92.98	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	0.45	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	1.52	1474.90	5.38	12001.50	4.30

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.60	2.97	1009.60	3.68	11953.10	4.28
Unknown	4.60	2.08	1009.30	3.68	15831.90	5.67
Total Teaching Positions	222.70	100.00	27426.80	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.40	0.00
Misassignments	0.30	3.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.70	3.30

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	5.30	1.00
Local Assignment Options	0.30	5.60
Total Out-of-Field Teachers	5.70	6.60

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.50	6.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2023

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	Calculus: Graphical, Numerical, Algebraic, AP Edition (Addison-Wesley) 2003 The Practice of Statistics for AP, 4th Ed. (W. H. Freeman) 2012 Calculus (Pearson) 2003 Precalculus, 5th Ed. (Brooks/Cole) 2010 Illustrative Math Algebra I 2018 Java Methods: Object-Oriented Programming and Data Structures, 3rd AP Edition (Skylight) 2015 An Introduction to Object-Oriented Programming with Java, 4th Edition (McGraw Hill) 2005 AP Computer Science Principles Premium: 6 Practice Tests + Comprehensive Review + Online Practice, Second Edition (Barron's Educational Services) 2021 Blown to Bits: Your Life, Liberty, and Happiness After the Digital Explosion, 1st Edition (Addison-Wesley Professional) 2008 Big Ideas Math Citizen Math Big Ideas Math: Modeling Real Life Common Core 6 (NG Big Ideas Learning) 2022 Big Ideas Math: Modeling Real Life Common Core 7 (NG Big Ideas Learning) 2022 Big Ideas Math: Modeling Real Life Common Core 8 (NG Big Ideas Learning) 2022 Big Ideas Math: Algebra 1 Common Core (NG Big Ideas Learning) Big Ideas Math: Geometry Common Core (NG Big Ideas Learning)	Yes	0
Science	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 Environment: The Science Behind the Stories. 7th ed. Biology, 2nd ed. New York, NY: Pearson/SAVVAS Education, 2019 Hole's Essential of Anatomy and Physiology, 12th Edition	Yes	0

	Chemistry, 8th Ed. (Zumdahl) 2011 California HMH Science Dimensions: HS Chemistry in the Earth System E-Text, Houghton Mifflin Harcourt Chemistry Libre Text (various); University of California, Davis Physics in the Universe (HMH) OpenStax College Physics for AP Courses College Physics: A Strategic Approach (Knight, Jones, Field) University Physics (Pearson) TCI Interactive Science Mystery Science		
History-Social Science	The Cultural Landscape: An Introduction to Human Geography, 10th Edition (Pearson) 2010 American Government: Stories of a Nation (Bedford/St. Martin's) 2018 American Government, 3rd Edition (OpenStax) Principles of Macroeconomics, 2nd Edition (OpenStax) Myers' Psychology for AP (Worth) 2011 America's History, 8th Edition (Bedford/St. Martin's) 2014 AP World History: Modern (AMSCO) 2020 Ways of the World, 3rd Edition (Bedford/St. Martin's) 2016 Contemporary Economics (Cengage) Econ Alive! The Power to Choose and Government Alive! Power, Politics, and You (TCI) 2016 Government Alive! Power, Politics and You (TCI) Through Women's Eyes: An American History with Documents (Bedford/St. Martin's) The Americans: Reconstruction to the 21st Century (McDougal Littell) United States History: Reconstruction to Today (Michigan Open Book Project) United States: Modern History (Prentice Hall) HIST, Volume 2 (Cengage) The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 1: To 1877 (Stanford University Press) 2019 Modern World History: Patterns of Interaction (McDougal Littell) 2006 World History: 1750 (OER Project) Authoritarian and Single Party States (Mimmack) History: Cold War (Rogers) 2007 Cold War & the Americas 1945-81 (Hodder Education) Psychology (IBDP Psychology) Myworld Interactive Social Studies (Savvas) California National Geographic Reach (Cengage) World History: Ancient Civilizations (Cengage) World History & Geography: Medieval & Early Modern Times (McGraw Hill) History Alive! The United States Through Industrialism (TCI)	Yes	0
Foreign Language	"Alif Baa (Georgetown UP), 2000 Al-Kitaab 1 (Georgetown UP), 2004 Al-Kitaab 2 (Georgetown UP), 2005 Al-Kitaab 3 (Georgetown UP), 2007 Master ASL 1 (Sign Media), 2006 Signing Naturally 2 (Dawn Sign Press), 1992 Signing Naturally 3 (Dawn Sign Press), 1992 Entre cultures 1 (Wayside), 2020 Entre cultures 2 (Wayside), 2020 Entre cultures 3 (Wayside), 2021 Thèmes (Vista Higher Learning), 2016	Yes	0

	Epic Korean 1 (Korean Foundation), 2019 Epic Korean 2 (Korean Foundation), 2020 Epic Korean 3 (Korean Foundation), 2021 Epic Korean 4 (Korean Foundation), 2022 Go Far with Chinese 1 (Cheng and Tsui), 2020 Go Far with Chinese 2 (Cheng and Tsui), 2021 Go Far with Chinese 3 (Cheng and Tsui), 2022 Integrated Chinese 3 (Cheng and Tsui), 2017 Entre culturas 1 (Wayside), 2023 Entre culturas 2 (Wayside), 2023 Entre culturas 3 (Wayside), 2023 Entre mundos (Pearson), 2022 Entre culturas 4 (Wayside), 2020 Temas (Vista Higher Learning), 2019 Reflexiones (Pearson), 2013 En alta voz 1 and 2 (Carnegie), 2023 En alta voz 2 and 3 (Carnegie), 2023 Triángulo apreciado (Wayside), 2020 APprenons (Wayside), 2015"		
Health			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: History and Culture (McGraw-Hill) 2003	Yes	0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

Granada Hills Charter strives to provide a safe, clean environment for students, staff, and volunteers. The school sits on 40 acres at the High School campus and nearly seven acres at the TK-8 site. School facilities include a gymnasium, a recently refurbished track and synthetic field, multipurpose rooms, student collaboration spaces, a media center, a library, and spacious athletic facilities. Parking upgrades include resurfacing and re-striping. A surveillance system has been added that includes cameras throughout both campuses.

The campuses are inspected by on-site maintenance personnel daily, noting any deficiencies that need to be remedied. Twenty custodians ensure classrooms, restrooms, and campus grounds are kept clean, safe and attractive.

Granada Hills Charter administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. When this report was published, 100 percent of restrooms on campus were in good working order. A work order process ensures efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report	January 2023

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. Repairs to gas lines are underway by LAUSD contractors and still in progress.
Interior: Interior Surfaces	X			Most classroom interior painting is complete. Office and remaining interior spaces, including flooring and furniture needs continue to be updated, as needed.

School Facility Conditions and Planned Improvements

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		As requested by LAUSD, design for permanent replacement solution has started in 2022 and is currently in progress.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		LAUSD completed major plumbing update in 2021. Restrooms are cleaned and stocked multiple times each day and as requested. All water fountains on campus were replaced in 2021.
Safety: Fire Safety, Hazardous Materials	X		Annual testing is completed every summer, including fire extinguishers and fire alarms. Chemical safety inspection and training conducted. Chemical cabinets have been replaced.
Structural: Structural Damage, Roofs		X	Roof leaks occur during raining season. School is continuing to work with LAUSD on roof maintenance and replacement plan.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		TK-8 Program campus construction completed in 2021 and full certificate of occupancy was granted in 2022. Additional outdoor seating (benches and tables) were added to both the TK-8 and high school campus.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	75	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	55	N/A	27	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1671	1605	96.05	3.95	75.41
Female	827	794	96.01	3.99	80.78
Male	842	809	96.08	3.92	70.21
American Indian or Alaska Native	--	--	--	--	--
Asian	293	281	95.90	4.10	86.79
Black or African American	69	67	97.10	2.90	65.67
Filipino	154	149	96.75	3.25	83.89
Hispanic or Latino	653	636	97.40	2.60	69.61

Native Hawaiian or Pacific Islander	12	11	91.67	8.33	81.82
Two or More Races	56	51	91.07	8.93	76.47
White	428	404	94.39	5.61	75.19
English Learners	28	27	96.43	3.57	11.11
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	867	838	96.66	3.34	68.78
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	153	144	94.12	5.88	29.86

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1674	1609	96.12	3.88	55.49
Female	828	797	96.26	3.74	54.53
Male	844	810	95.97	4.03	56.44
American Indian or Alaska Native	--	--	--	--	--
Asian	293	281	95.90	4.10	75.80
Black or African American	69	67	97.10	2.90	46.97
Filipino	154	149	96.75	3.25	62.84
Hispanic or Latino	656	638	97.26	2.74	43.42
Native Hawaiian or Pacific Islander	12	11	91.67	8.33	45.45
Two or More Races	56	51	91.07	8.93	54.00
White	428	406	94.86	5.14	60.15
English Learners	28	27	96.43	3.57	18.52
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--

Socioeconomically Disadvantaged	867	842	97.12	2.88	46.25
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	153	144	94.12	5.88	13.99

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	51.46	25.29	20.02	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1309	1231	94.04	5.96	51.46
Female	655	621	94.81	5.19	51.69
Male	651	608	93.39	6.61	51.07
American Indian or Alaska Native	--	--	--	--	--
Asian	208	202	97.12	2.88	68.32
Black or African American	52	44	84.62	15.38	40.91
Filipino	121	117	96.69	3.31	62.39
Hispanic or Latino	542	521	96.13	3.87	42.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	33	86.84	13.16	69.7
White	337	303	89.91	10.09	50
English Learners	18	17	94.44	5.56	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	735	689	93.74	6.26	45.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	155	130	83.87	16.13	22.31

2021-22 Career Technical Education Programs

Granada Hills Charter offers students in grades 9-12 five established Career Technical Education strands with the shared support of a Perkins Grant. Courses are offered in automotive, culinary arts, business, engineering and arts and media. The Global Business and Finance (GBF) Program for grades 10-12 provides a foundation of business and finance coursework which includes Introduction to Business, Business Statistics, and Advanced Business Management and Entrepreneurship taught by a collaborative group of three teachers. Students have access to a variety of summer work experiences and internship explorations from a variety of local businesses and chambers of commerce. 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.

David Bensinger and Margaret Nayfeld are GHC Directors of Instruction with direct oversight responsibilities for Career Technical Education. Mr. Bensinger led an advisory committee review of the school's Comprehensive Local Needs Assessment (CLNA) as part of our annual LCAP review process on February 28, 2022. All of the Perkins V required stakeholder groups were present. David reminded the group of their increased responsibilities under Perkins V, including the name change from "district-wide CTE Advisory" to "Stakeholder Consultation." His presentation reviewed evaluative data with regard to the performance of the general GHC population and its special populations. He shared the commitment of GHC CTE to regularly self-evaluate its CTE pathways using the "11 Elements of a High-Quality CTE Program". GHC CTE closely tracks proposed revisions for this evaluative document and plans to use the revised version in assessing its CTE pathways in 2022-23. All of our GHC CTE pathways hold trade-specific advisory meetings that investigate specific elements of a high-quality CTE program.

The most recent trade specific advisory meetings are reported below for each "established" pathways. Our three "emerging" pathways (Dance, Theater and Film) continue to develop their industry partners who will help advise on future pathway design and spending decisions.

** Automotive Pathway - October 2021, Pierce CC ran and Galpin Ford hosted a workshop with SFV high school automotive instructors to discuss topics that included but were not limited to - shortage of trained technicians, new emerging equipment, job skills required for employment with Galpin, and the fast approaching future of Zero Emission Vehicles (ZEV). Due to COVID protocol restrictions, this comprehensive advisory meeting consolidated what in past years was multiple sessions with a variety of transportation industry sponsors. The return to multiple advisory sessions is anticipated in 2022-3.

** Business Pathway - March 2022, Tim Turnquist (GHC DECA C0-Advisor) attended multiple breakout meetings (some informal and some formal), all oriented toward best practices for CTSO integration. October 2021, February 2022 and April 2022, Andrew Nelson (CTSO Coordinator/DECA co-Advisor) had e-mail, phone and in-person meetings with Ryan Hollbrook, Director of the CSUN Nazarian School of Business & Economics. Continued collaboration between CSUN and our business pathway was discussed. Business pathway students were invited to attend two CSUN remote events where they could interact with local entrepreneurs, and CSUN students/staff. These events should be more numerous and in-person in 2022-23. October 2021, Valley Industry & Commerce Association (VICA) Economic Summit provided our CTE Department Chair with an opportunity to share our GHC CTE curriculum while getting feedback on its effectiveness in advancing students' employable skills. September 2021, CA DECA Advisor workshop where CTE business teachers share best practices, determine the most effective ways to integrate DECA as it's CTSO, and CDE representatives share updates on regulatory trends.

** Culinary Arts Pathway - April 2021 - Grassroots regional advisory meeting of culinary arts teachers hosted by Birmingham High School. CTE teachers discussed multiple aspects of the 11 Elements. April 2021 - The Culinary pathway lead attended a PD workshop focusing on work-based learning, "CTE Sector Collaboration". February 2020 Institute of Culinary Education Pasadena hosted breakout meet with local restaurant owners (including the Jonathon Club) and fellow Culinary Arts instructors. This meeting focused on CTSO integration and the role that culinary competitions play in making our students career ready. Fall 2021 & Spring 2022, breakout meetings at the C-CAP Competitions where local restaurant owners and caterers shared insights into how CTE culinary arts programs can best prepare our hospitality students for employment.

** Engineering Pathway - October through December 2021, our engineering pathway lead (Doug King) met multiple times each week with local engineers - (Will Kalman (Verizon), Chris Siegert (retired), Gordon Wong (retired), Lisa Guo (Kindeva), Khoi Pham (Lockheed). These volunteer professionals supported our engineering students in their robot design and construction. April 2021, pathway lead attended two workshops - "How to Build & Scale a Community Engagement Program to Connect Industry and Education" and "Building Positive Workplace Culture". Both of these workshops addressed the challenges of teaching robotics to special populations. Robotics competitions provided Mr. King an opportunity to receive actionable feedback from other industry professionals and instructors. Here is a list of events attended in 2021-22: October 16-17 FIRST Robots Preliminary; November 6-7 FIRST Robots Preliminary; October 3 VEX Clash in the Canyons; October 23 VEX Spartan

2021-22 Career Technical Education Programs

Spectacular; November 13 VEX Victory in the Valley, February 12 VEX in the Valley, March 10-12 FIRST Robots Ventura Regional, April 1-3 FIRST Robots Los Angeles Regional, and April 19-23 FIRST National Championships. Industry partners include: Margaret Goldman (Meggitt), Anita Wright (Northrop Grumman), Peter Beal (Frontier Technology), Eric Eichenger (Boeing), Jose Olmedo (Kindeva), and Arvin Sookiasian (Kindeva).

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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1312
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.44
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	78.97

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	94%	94%	94%	94%	94%
Grade 9	86%	87%	79%	87%	88%

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.

2022-23 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 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 TK-8 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. The TK-8 has an Advisory Council which includes two parent representatives. 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. Parent workshops are held multiple times throughout each semester. Workshops topics include Parenting Students during Difficult Moments of Adolescence, Alcohol and Drug Prevention, Supporting Your Teen, Academic Support Services and Resources, and Getting Through It: A Parent Guide to Understanding Adolescent Anxiety and Depression.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2	0.8		8.9	7.8		8.9	7.8
Graduation Rate		94.6	96.9		82.9	87.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	1167	1131	96.9
Female	592	576	97.3
Male	572	552	96.5
American Indian or Alaska Native	--	--	--
Asian	188	186	98.9
Black or African American	43	40	93.0
Filipino	112	109	97.3
Hispanic or Latino	477	465	97.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	310	295	95.2
English Learners	41	37	90.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	811	786	96.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	125	117	93.6

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	5800	5712	755	13.2
Female	2908	2875	351	12.2
Male	2877	2822	399	14.1
American Indian or Alaska Native	20	20	3	15.0
Asian	938	926	45	4.9
Black or African American	235	231	29	12.6

Filipino	523	518	30	5.8
Hispanic or Latino	2395	2355	382	16.2
Native Hawaiian or Pacific Islander	30	30	3	10.0
Two or More Races	51	50	6	12.0
White	1489	1465	239	16.3
English Learners	160	151	29	19.2
Foster Youth	12	11	3	27.3
Homeless	19	19	6	31.6
Socioeconomically Disadvantaged	2999	2968	459	15.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	566	552	126	22.8

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.02	0.29	0.00	0.46	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.29	0.00
Female	0.10	0.00
Male	0.49	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.11	0.00
Black or African American	0.43	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.96	0.00
White	0.20	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.24	0.00

2022-23 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. Supplies have been updated to include Narcan and Stop the Bleed kits.

Campus safety personnel include a full-time school police officer, discipline deans, attendance deans, full-time campus aides, a team of part-time security personnel from a private company throughout the school day, and overnight24 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.

At the start of the school year (August 10, 2022), the school safety plan, which included active shooter training, was reviewed with our staff. Subsequently, a school polic offer reviewed the safety plan at a PTSA meeting (October 19, 2022), faculty updates were provided on the day of the shakeout (October 20, 2022), and the GHC governing board reviewed the School Safety Plan (December 2, 2022).

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.

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	
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	
6	29	2	17	7

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	2	6	
1	22	1	5	
2	22	1	5	
3	22	2	4	
6	28	1	22	1

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	18	201	52	23
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	18	200	37	40
Mathematics	26	51	30	90
Science	24	77	27	64
Social Science	23	78	31	79

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	18	207	53	29
Mathematics	24	70	48	59
Science	22	98	41	52
Social Science	21	108	42	62

2021-22 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	354.69

2021-22 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)	16.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.0
Social Worker	2.0
Nurse	2.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	8.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	$13,377	$3,822	$9,555	$102,513
District	N/A	N/A	$8,796	$78,635
Percent Difference - School Site and District	N/A	N/A	8.3	26.4
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	36.7	18.3

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$51,081
Mid-Range Teacher Salary	$74,412	$77,514
Highest Teacher Salary	$92,389	$105,764
Average Principal Salary (Elementary)	$124,878	$133,421
Average Principal Salary (Middle)	$136,594	$138,594
Average Principal Salary (High)	$138,948	$153,392
Superintendent Salary	$350,000	$298,377
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	39.9

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	13
English	22
Fine and Performing Arts	7
Foreign Language	7
Mathematics	19
Science	31
Social Science	53
Total AP Courses Offered Where there are student course enrollments of at least one student.	157

Professional Development

GHC provides schoolwide and targeted professional development to both certificated and classified personnel. Before the start of each school year, certificated staff participate in professional learning days to establish goals and lay the groundwork for targeted professional development for the year. In addition, all certificated and classified staff attend professional development on pupil-free day which occurs at the beginning of each semester.

Throughout the school 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. For example, each semester, two or three of the Tuesday morning sessions are dedicated to ongoing training in the Capturing Kids Hearts program. Adopted as a school initiative in 2021, these trainings focus on building effective relationships with students, creating a positive and productive learning environment, and effective behavioral intervention to support student learning. In the 2022-23 school year, three to four Tuesday sessions are also dedicated to training on the Canvas Learning Management System. Teachers spend these sessions learning how to create learning modules, create and grade assignments within Canvas, and use the suite of tools available to support instruction in an online or blended learning space.

All new teachers receive two days of training in the Capturing Kids Hearts program as well as an additional day of training on school policies, systems, and technology. New teachers also have the opportunity to meet monthly to share and review instructional practices and receive coaching on pedagogical practices.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4