



TO: GHC Governing Board

DATE: January 22, 2024

FROM: Jenny DaCosta, Chief Academic Officer

SUBJECT: Mid-Year LCAP Report

The purpose of this memo is to provide the GHC Governing Board with a Mid-Year LCAP Report.

Senate Bill 114 (2023) added Education Code 47606.5 (e) requiring charter schools to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and the local control funding formula Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report includes both of the following:

All available midyear outcome data related to metrics identified in the current LCAP; and,

All available midyear expenditure and implementation data on all actions identified in the current LCAP.

Below are highlights from the report. The highlights are categorized by LCAP Goal.

Goal 1: Pupil Achievement and Outcomes

- Updated and replaced computers for staff on both campuses. Will be purchasing i-Pads for teachers and installing Apple TV units in classrooms.
- Greater than 95% of students in grades 1 through 11 completed the NWEA assessment.
- For the second semester students will complete another NWEA assessment and students in grades 3-8 and grade 11 will engage with SBAC interim assessments for preparation for the Smarter Balanced Summative Assessment.
- Eight special education teachers from TK-8 and high school began training on Orton Gillingham, an intensive reading intervention program, to support the literacy needs of



students who have an IEP and have demonstrated considerable struggles in reading.

- First year of implementing a new ELD curriculum in designated ELD classes. Integrated ELD teachers completed 2 out of 4 professional development sessions with Ensemble Learning on how to increase student engagement using accountable talk to best support students identified as English Learners in their content area classes. ELD teachers will also administer ELPAC interim assessments prior to the ELPAC to support student performance on that assessment.
- Certificated staff from both campuses began training on Understanding by Design as part of a three year initiative.
- Certificated staff from both campuses are continuing to receive professional development and support on Canvas/Toddle and Capturing Kids' Hearts/Second Step.

Goal 2: Basic Services and Conditions of Learning

- All certificated and classified positions are filled.
- School facilities are in good condition.
- Meal program continues to provide two free meals for each student every day, and the program follows all local, state, and federal policies and guidelines for providing a healthy, nutritious lunch.

Goal 3: Parent Engagement, Student Engagement, and School Climate and Safety

- Administered 8 Possip Survey pulse checks with a response rate of 45% and over 2,600 voices heard.
- Seventy-one active students in LINK Crew and 120 active students in AMP who have supported students on campus and hosted 6 events for students to build relationships with each other.
- Young Granada Givers Club paired up with the Child Care Resource Center for the holidays. Students placed their toys and books in the donation bins at the PE Field before and/or after PE class. This was an opportunity to help families and kids in need before the holidays.

Goal 4: Supporting Students' Social-Emotional Learning and Needs

- Units of service summary for high school social workers in the Wellness Center for Fall 2023:
 - 1:1 meeting with students - 960



- Meeting with students and collateral(s) - 12
- Collateral phone calls - 43
- Case management (emails, voicemails, etc.) - 27
- Total - 1,060
- At the TK-8 campus:
 - Teachers regularly collaborate to discuss student achievement and determine next steps for struggling students.
 - Teachers implemented Second Step lessons at the TK-8 grade levels. TK-5 teachers teach the lessons in Unit 1 and Unit 2 during the first semester and will teach the lessons in Unit 3 and Unit 4 during the second semester. Grades 6 through 8 teachers use second step lessons during their advisory classes and based on the need, middle school teachers will make appropriate adjustments to the lessons.
 - Students in grades 6 through 8 use Music EDU. This program is geared to inspire creativity, foster a love for music, and cultivate well-rounded student musicians.

Goal 5: Building an Equitable and Inclusive School Community

- Completed Equity Visit to both campuses. Every classroom was observed and the equity team conducted focus groups with students, teachers, parents, staff, and administration from both campuses. Findings in the report will be using the upcoming WASC report.

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Granada Hills Charter School	Frank Tarczynski Interim Administrative Director of Instruction	franktarczynski@ghctk12.com (818) 360-2361

Goal 1

Goal Description
<p>Pupil Achievement and Outcomes</p> <p>Granada Hills Charter is committed to preparing every student with the knowledge, skills, and abilities essential for success in college and career. Using multiple measures, including internal and external, to gauge students proficiency and levels of preparedness, Granada Hills Charter aims to instill students with a lifelong love for learning.</p> <p>Aligned Priorities: 1,2, 4, 5, and 6</p>

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
HS Academic Performance on State Summative - Math	2018-2019: 55% of students Met/Exceeded standard.	2021-2022: 51% of students Met/Exceeded standard.	2022-2023: 48% of students Met/Exceeded standard.	2023-2024 NWEA Fall Interim - Grade 11: 80% of students performed Avg/Hi-Avg/High	60% of students Met/Exceeded standard.
HS Academic Performance on State	2018-2019:	2021-2022:	2022-2023:	2023-2024 NWEA Fall Interim - Grade 11:	80% of students Met/Exceeded standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Summative - English/Literacy	77% of students Met/Exceeded standard.	74% of students Met/Exceeded standard.	77% of students Met/Exceeded Standard.	71% of students performed Avg/Hi-Avg/High	
TK-8 Academic Performance on State Summative - Math	2021-2022: Grade 3: 82% of students Met/Exceeded standard. Grade 6: 61% of students Met/Exceeded standard. Grade 7: 58% of students Met/Exceeded standard. Grade 8: 51% of students Met/Exceeded standard.	2021-2022: Grade 3: 82% of students Met/Exceeded standard. Grade 6: 61% of students Met/Exceeded standard. Grade 7: 58% of students Met/Exceeded standard. Grade 8: 51% of students Met/Exceeded standard.	2022-2023: Grade 3: 76% of students Met/Exceeded standard. Grade 4: 76% of students Met/Exceeded standard. Grade 6: 54% of students Met/Exceeded standard. Grade 7: 71% of students Met/Exceeded standard. Grade 8: 56% of students Met/Exceeded standard.	2023-2024 NWEA Fall Interim: Grade 3: 77% of students performed Avg/Hi-Avg/High Grade 4: 76% of students performed Avg/Hi-Avg/High Grade 5: 78% of students performed Avg/Hi-Avg/High Grade 6: 66% of students performed Avg/Hi-Avg/High Grade 7: 74% of students performed Avg/Hi-Avg/High Grade 8: 79% of students performed Avg/Hi-Avg/High	Grade 3: 89% of students Met/Exceeded standard. Grade 4: 89% of students Met/Exceeded standard. Grade 5: 89% of students Met/Exceeded standard. Grade 6: 61% of students Met/Exceeded standard. Grade 7: 58% of students Met/Exceeded standard. Grade 8: 51% of students Met/Exceeded standard.
TK-8 Academic Performance on State Summative - English/Literacy	2021-2022: Grade 3: 82% of students Met/Exceeded standard. Grade 6: 82% of students Met/Exceeded standard. Grade 7: 74% of students Met/Exceeded standard. Grade 8: 72% of students Met/Exceeded standard.	2021-2022: Grade 3: 82% of students Met/Exceeded standard. Grade 6: 82% of students Met/Exceeded standard. Grade 7: 74% of students Met/Exceeded standard. Grade 8: 72% of students Met/Exceeded standard.	2022-2023: Grade 3: 69% of students Met/Exceeded standard. Grade 4: 77% of students Met/Exceeded standard. Grade 6: 76% of students Met/Exceeded standard. Grade 7: 82% of students Met/Exceeded standard. Grade 8: 79% of students Met/Exceeded standard.	2023-2024 NWEA Fall Interim: Grade 3: 78% of students performed Avg/Hi-Avg/High Grade 4: 79% of students performed Avg/Hi-Avg/High Grade 5: 85% of students performed Avg/Hi-Avg/High Grade 6: 74% of students performed Avg/Hi-Avg/High Grade 7: 76% of students performed Avg/Hi-Avg/High Grade 8: 77% of students performed Avg/Hi-Avg/High	Grade 3: 89% of students Met/Exceeded standard. Grade 4: 89% of students Met/Exceeded standard. Grade 5: 89% of students Met/Exceeded standard. Grade 6: 89% of students Met/Exceeded standard. Grade 7: 81% of students Met/Exceeded standard. Grade 8: 79% of students Met/Exceeded standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Chronic Absenteeism TK-8	<5%	8.2% per DataQuest	11.7% per CA Dashboard	Outcome is in progress.	Maintain or Decrease from Baseline
Chronic Absenteeism High School	<5% (3.2% for 2018-2019 per DataQuest)	14.3% per DataQuest	9.6% per DataQuest	Outcome is in progress.	Maintain or Decrease from Baseline
College & Career Indicator* (% Prepared) * As of 2022, the College & Career Indicator is currently suspended on the CA Dashboard. In response, GHC will use College Acceptance Rates until the Indicator is resumed.	71.5% of students are prepared for post-secondary education.	2021-2022: 76.2% of graduates met UC/CSU eligibility requirements.	2022-2023: 84.5% of graduates met UC/CSU eligibility requirements.	Outcome is in progress. 2024 CA Dashboard will have the updated CCI metric by growth and achievement.	75% of students are prepared for post-secondary education.
Graduation Rate (% Graduated)	2018-2019: 95.2% graduation rate per CA Dashboard	2021-2022: 96.9% graduation rate per CA Dashboard	2022-2023: 94.4% graduation rate per CA Dashboard	Outcome is in progress.	96% graduation rate.
English Learner Progress Indicator (% Progress toward English Language Proficiency)	2018-2019: 54.7% making progress towards English language proficiency	2021-2022: 63.6% making progress towards English language proficiency	2022-2023: 49% making progress towards English language proficiency	Outcome is in progress.	2023-2024: 60% making progress towards English language proficiency
Classroom Observations/PD	30% of high school teachers implement universal instructional strategies that target SBAC claims for intervention.	Did not measure.	Did not measure. See rationale below.	Metric removed.	50% of high school teachers implement universal instructional strategies that target SBAC claims for intervention.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Technology and Data Processing Ensure access for all students to updated technology, computers, computer labs, including staffing, home internet access (HotSpots) for Unduplicated Pupils.	No	Partially Implemented	100% of teachers and applicable staff received new laptops.	Updated computers for staff from both campuses. Purchaseing i-Pads for faculty	\$5,546,710.00	\$5,470.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Ensure data processing and collection systems are fully updated, operational, and functioning, including IT and SIS/CALPADS staffing, SIS Provider partnership, and school data tools and contracts.				for both campuses. Installing Apple TV in classrooms in both campuses.		
1.2	Curriculum and Resources Ensure curriculum, resources, and supplemental programs are updated and accessible to all students, families, and teachers.	Yes	Fully Implemented	100% of grade levels and academic departments have curriculum.	New curriculum is currently being reviewed, evaluated, and implemented in high school math and science.	\$3,394,256.00	\$3,669,705.00
1.3	Academic Assessments Ensure student access to growth, diagnostic, and college readiness tools, including PSAT, NWEA. Purchase assessment and testing contracts and fees, etc., including subsidizing test fees for Unduplicated Students. This action includes partnership with Digital Promise and staffing a TK-12 assessment coordinator/data specialist.	Yes	Partially Implemented	Greater than 95% of all students completed interim assessments during semester 1.	Continued administering NWEA and SBAC Interim Assessments. Implementing tools and practices for data analysis to address gaps in student learning. Preparing educational partners for state summative testing, AP testing, and IB testing with a focus on	\$1,165,139.00	\$1,030,927.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					incentives for test participation, completion, and performance in order to improve testing culture.		
1.4	<p>Special Program Contracts and District Fees, Testing Services, and Co-Teaching Program Special Program Contracts and District Fees, Testing Services, and Co-Teaching Program - describes all the services and supports for our students with disabilities. All metrics are impacted by these actions as students with disabilities are a critical group of students GHC continues to focus efforts and resources.</p>	No	Fully Implemented	8 teachers will be participating in an 8 month program with an additional 60 hours of individual work for the reading intervention. 1 teachers at the high school and the remaining teachers at the TK-8.	Implemented reading intervention program for special education teachers - Orton Gillingham. This is an 8 month training and teachers will be certified. For math currently Grade 11 SDP students are placed in a special class with a unique online program for additional support. Continuing with co-taught classes. Learning Labs are focused by grade level for small class sizes.	\$11,170,471.00	\$11,182,471.00
1.5	<p>Specialized Services for Unduplicated Students Provide specialized services and targeted support for unduplicated</p>	Yes	Fully Implemented	100% of ELD/Integrated ELD teachers participated in two PDs with Ensemble Learning	Implemented new ELD curriculum in TK-8 and high	\$2,260,500.00	\$2,260,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>pupils, including transition teacher to support Foster Youth; Foster Youth counselor (40%) to provide AB 167 support transcript evaluation, course placement, advisement and support; English Learner Counselor (40%) to support transcript evaluation, course placement, advisement and support; English Learner Coordinator/Case Carrier and Staff Development Assistant; provide additional resources for English Learners, including college outreach, field trips, transportation and entrance Fees, English Learner special projects, motivational materials, resources, and programs, library and instructional materials for support and engagement; ELD staffing for ELD 1, ELD 2, ELD 4, and ELD 4 ; Summer ELPAC testing of incoming students for early identification of English Learners and identify early support. Staff part-time teaching assistants for core English, Math, and Science to support CCSS/NGSS and targeted tutoring for unduplicated pupils.</p>			<p>focused on implementing a strategy for increasing structured, accountable talk in their ELD and Integrated ELD class.</p>	<p>school. Continued coaching and support from Ensemble Learning offered to ELD teachers, EL Coordinator, and administration.</p>		
1.6	<p>Summer School Programming Offer summer school remedial support and credit recovery for all students, extended school year, summer school accelerated math program, and online curriculum. Offer Summer Transition Academy (STA) to provide incoming Grade 9 students assessment, evaluation,</p>	Yes	Planned	Mid-year Outcome Data in Progress	Will begin planning during January and February.	\$2,569,250.00	\$2,560,250.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>assistance, intervention, and enrichment in ELA and Math as well as acclimating to the high school environment and school expectations. Also includes targeted STA support (Summer Bridge) for English Learners in ELA and Math, Academic Mentor Program, Math and Writing Centers, and Positive Behavior Support Intervention.</p>						
1.7	<p>Student Support and Intervention Staff an Intervention Coordinator to coordinate and collaborate with Counseling and other support staff to oversee, evaluate, and implement student interventions and supports, including services and programs for unduplicated pupils and other marginalized student subgroups. Staffing for After Hours Activities (AHA) tutoring and enrichment for before and after school via the 21st Century Assets Grant. Additional actions supplemented by A-G Improvement Grant. Additional tutoring and intervention services.</p>	Yes	Fully Implemented	All positions staffed	Continuing to provide before school and after school on-campus tutoring for all students. Conitnuing to offer Tutor.com to all high school students.	\$737,500.00	\$732,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.8	<p>College and Career Counselors Staffing Staffing, materials, and resources for College and Career Counselors, including hosting college fairs, college trips, and informational sessions for students and families.. Additional and TK-8 and high school actions supplemented by California Community Schools Partnership Grant.</p>	No	Fully Implemented	All positions staffed.	Mid-year Outcome Data in Progress	\$2,566.00	\$953,252.00
1.9	<p>CTE - Staff, Materials, and Supplies Staffing, materials, resources, and etc., including classified assistant, equipment, materials and supplies, field trips and professional development and specialized CTE student training and certification materials (Automotive: ASE Certifications; Business: Microsoft Office Specialist in Excel, Word, and Powerpoint, Entrepreneurship , and Small Business; Culinary Arts: Servsafe Manager Exam; Engineering: Certified Solidworks Associate, VEX V5 Student Certification, Mechanical Foundations, Fabrication Foundations, Electrical Foundations, C++ Certified Associate Programmer). Funding supplemented by Carl D. Perkins Grant.</p>		Fully Implemented	All positions staffed.	Mid-year Outcome Data in Progress	\$4,313,714.00	\$3,413,714.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.10	<p>Professional Development Focused on Student Achievement Provide teachers and appropriate staff with professional development and training in the following areas: CA Common Core Standards and Standards-Based Grading; appropriate learning environments, test preparation, strategies and materials for high stakes, state testing; specialized training for Teachers of English Learners and RFEP with application of SDAIE and ELD strategies; general professional development and training for job performance improvement; IB Training for TK-8 and High School; technology training for TK-8 and High School; training and professional development for universal instructional strategies, professional development for mitigating learning loss; developing an Innovation Team, including professional development, resources, and materials; providing professional development on Implementing Understanding by Design and Differentiation; professional development, materials, and resources for "Building Resilient Learners" Additional actions supplemented by Educator Effectiveness Block Grant.</p>	No	Partially Implemented	100% of teachers have recieved Understanding by Design training and continued professional learning occurs during weekly department professional development on Tuesdays.	Began Understanding by Design professional development during PLD days at the start of the school year and departments have allocated PD time on Tuesdays towards working on UbD, including receiving feedback on their first UbD modules. Additional PD opportunities have been and will continue into second semester on Capturing Kids Hearts, Second Step, and LMS integration in TK-8 and high school.	\$876,643.00	\$870,000.00

Goal 2

Goal Description

Basic Services and Conditions of Learning

Granada Hills Charter provides all staff and students with a safe, warm, and welcoming school environment that promotes innovation, risk-taking, and learning. Along with building content knowledge using the California Common Core State Standards, the Next Generation Science Standards, and California Content Standards, teachers develop lessons that are rigorous and relevant. All students, including English Learners, Foster Youth, and Socio-Economically Disadvantaged have an opportunity to engage in active learning.

Aligned Priorities: 1,2, and 7

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CCTC Records (Teacher Credentialing and Assignments - from SARC)	100% of teacher appropriately credentialed and assigned.	Maintained	Maintained	Maintain	Maintain or Improve
Classroom Observations (Instructional Materials)	2019-2020: 0% of students lacking own assigned materials in all content areas and grade levels.	2021-2022: 0% of students lacking own assigned materials in all content areas and grade levels.	2022-2023: 0% of students lacking own assigned materials in all content areas and grade levels.	Maintain	Maintain
Campus Observations (Facilities)	2019-2020: Systems - Fair Condition Interior - Good Condition Cleanliness - Good Condition Electrical - Fair Condition Restrooms & Foundatins - Good Condition Safety - Good Condition Structural - Fair Condition External - Good Condition	2021-2022: Systems - Good Condition Interior - Good Condition Cleanliness - Good Condition Electrical - Good Condition Restrooms & Foundatins - Good Condition Safety - Good Condition Structural - Fair Condition External - Good Condition	2022-2023: Systems - Good Condition Interior - Good Condition Cleanliness - Good Condition Electrical - Good Condition Restrooms & Foundatins - Good Condition Safety - Good Condition Structural - Fair Condition External - Good Condition	2023-2024: Systems - Good Condition Interior - Good Condition Cleanliness - Good Condition Electrical - Good Condition Restrooms & Foundatins - Good Condition Safety - Good Condition Structural - Fair Condition External - Fair Condition	Maintain or Improve

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Curriculum and Supplemental Resources Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards, Next Generation Science Standards, CA Content Standards, and all relevant state frameworks for student learning and outcomes.</p> <p>Additional actions supplemented by Arts, Music, and Instructional Materials Discretionary Block Grant.</p>	No	Fully Implemented	All grade levels and departments have materials and resources accessible for every student.	100% of teachers are participating in Understanding by Design and are using current curricular materials and supplemental resources to build units that align with the principles of backwards design.	\$6,234,483.00	\$3,989,772.00
2.2	<p>Professional Development for Classified Staff General Professional Development will be provided for classified staff for school and job performance improvement.</p> <p>Additional actions supplemented by Educator Effectiveness Block Grant.</p>	No	Partially Implemented	Outcome data is in progress.	Individuals and teams from a variety of departments completed professional development relative to the specific job functions and responsibilities.	\$265,000.00	\$259,000.00
2.3	<p>Certificated Staffing Ensure supervision and staffing of instructional programs with appropriately credentialed teachers and administrators.</p>	No	Fully Implemented	All certificated staffing positions filled.	No additional data/evidence.	\$2,064,779.00	\$2,071,050.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	School Facilities Maintenance Provide functional school facilities; custodial/maintenance, security, cafeteria staff, office staff, etc., and operations contracts/supplies, and cafeteria food supplies.	No	Fully Implemented	2023-2024: Systems - Good Condition Interior - Good Condition Cleanliness - Good Condition Electrical - Good Condition Restrooms & Foundations - Good Condition Safety - Good Condition Structural - Fair Condition External - Fair Condition	All systems on both campuses are fully operational.	9,564,957.00	\$7,681,923.00
2.5	Classified Staffing Office staff in human resources, attendance, student activities, the Business Office, and parent outreach.	No	Fully Implemented	All classified staff positions filled.	No additional data/evidence.	\$2,344,574.00	\$2,311,239.00
2.6	Student Meals Student meal and nutrition expenses.	No	Fully Implemented	Outcomes data is in progress.	GHC provides two free meals for each student every day. The meal program follows all local, state, and federal policies and guidelines. Meals are also prepared in accordance with state and federal nutrition guidelines and requirements.	\$3,820,247.00	\$3,853,399.00

Goal 3

Goal Description

Parental Engagement, Student Engagement, and School Climate and Safety

Granada Hills Charter values school safety, educational and enrichment opportunities for all, and a school climate that fosters success. To ensure Granada Hills Charter continues to provide a safe campus and an inclusive school climate, parents, students, and staff are given multiple avenues, opportunities, and platforms to engage in the betterment of the organization.

Aligned Priorities: 3, 5, and 6

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
TK-8 Student Satisfaction Survey (Pupil Engagement)	Academic Program: 97.3% Relationships & Communications: 88.3% Safety & Discipline: 95%	Academic Program: 86% Relationships & Communications: 94% Safety & Discipline: 97%	Academic Program: 87% Relationships & Communications: 78% Safety & Discipline: 78%	Survey will be administered in Spring of 2024.	Academic Program: 98% Relationships & Communications: 93% Safety & Discipline: 98%
9-12 Student Satisfaction Survey (Pupil Engagement)	Academic Program: 82.2% Relationships & Communications: 65.7% Safety & Discipline: 80.7%	Academic Program: 83% Relationships & Communications: 61% Safety & Discipline: 85%	Academic Program: 92% Relationships & Communications: 60% Safety & Discipline: 82%	Survey will be administered in Spring of 2024.	Academic Program: 89% Relationships & Communications: 70% Safety & Discipline: 85%
TK-8 Parent Satisfaction Survey (Parent Engagement)	Academic Program: 84.2% Relationships & Communications: 86.8% Safety & Discipline: 81.8%	Academic Program: 92% Relationships & Communications: 96% Safety & Discipline: 96%	Academic Program: 92% Relationships & Communications: 77% Safety & Discipline: 90%	Survey will be administered in Spring of 2024.	Academic Program: 93% Relationships & Communications: 95% Safety & Discipline: 90%
9-12 Parent Satisfaction Survey (Parent Engagement)	Academic Program: 88.2% Relationships & Communications: 78.3% Safety & Discipline: 79.8%	Academic Program: 81% Relationships & Communications: 84% Safety & Discipline: 93%	Academic Program: 78% Relationships & Communications: 78% Safety & Discipline: 79%	Survey will be administered in Spring of 2024.	Academic Program: 93% Relationships & Communications: 83% Safety & Discipline: 85%
Suspension Rate (CA Dashboard)	0.6% suspension rate	0.3% suspension rate	0.5% suspension rate	Outcome is in progress.	Maintain or Decrease
Expulsion Rate	0% expulsion rate per DataQuest	0% expulsion rate per DataQuest	0% expulsion rate per DataQuest	Outcome is in progress.	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Dropout Rate	1.5% dropout rate	0.8% dropout rate	1.9% dropout rate	Outcome is in progress.	Maintain or Decrease

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Student Community Service Opportunities Materials and resources for developing community service opportunities for students (Young Granada Givers Club, Lend a Hand)	No	Partially Implemented	Outcome is in progress.	Young Granada Givers Club paired up with the Child Care Resource Center for the holidays. GHC students placed their toys and books in the donation bins at the PE Field before and/or after PE class. This was an opportunity to help families and kids in need before the holidays.	\$463,472.00	\$410,000.00
3.2	Student Leadership Opportunities Materials and resources for site-based events to develop leadership opportunities for students. At the high school this includes LINK Crew and AMP. At the TK-8 this includes the Student Council.	No	Fully Implemented	71 active students in LINK Crew. 120 active students in AMP. 2 full day trainings on how to be a leader in June 2 full days of being a leader to the incoming 9th grade class in July 3 leadership meetings for an hour each	Events are being planned for Semester 2.	\$436,472.00	\$452,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				2 social events (Freshman Football Hangout and Linksgiving) 3 outreach events with 3-5 volunteers (Back to School night, Hoco Parade, 8th Grade Open House) Field Trip to Universal where 8 leaders were put in charge of groups of 8 1 academic event (Cocoa, Cookies, and Cram)			
3.3	Discipline Deans and Attendance Office Staffing Staffing, materials, and resources for Discipline Deans and Attendance Office. Partnership with Aegis Security.	Yes	Fully Implemented	Fully staffed.	Other data/evidence is in progress.	3,022,242.00	\$3,300,354.00
3.4	Staffing for Activities and Outreach Plan activities and outreach and allocate resources for classified staffing, and program support - includes Outreach Coordinator, webmaster, social media, activities office and Athletic Director, and service contracts. LINK crew training for enhanced community engagement by certificated staff.	No	Fully Implemented	Fully staffed.	Other data/evidence is in progress.	\$1,833,207.00	\$1,876,336.00
3.5	School Climate Survey and Engaging Educational	Yes	Partially Implemented	Administered 2x Possip surveys per month for	School Climate Survey will be	\$833,260.00	\$269,636.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Partners</p> <p>Partner with Panorama Education for school climate survey, Possip for bi-weekly parent pulse checks, and other opportunities for engaging with educational partners, monthly parent ambassador connections, student ambassador club, staff participation in chamber events and committees, civic-engagement field trips to City Hall, alumni visits and school tours, and coordinating parent engagement at board meetings).</p> <p>Staffing and resources for the communications department.</p> <p>Materials and resources for high school and TK-8 Parent-Teacher School Associations.</p>			<p>semester 1 for a total of 8 pulse checks. Cumulative voices completing the survey: 2,692 Response rate: 45%</p>	<p>administered in Spring of 2024.</p>		

Goal 4

Goal Description

Supporting Students' Social-Emotional Learning and Needs

Granada Hills Charter is committed to providing every student with the social-emotional supports and services needed to address the challenges students face while attending Granada Hills Charter and equipping them with the tools and knowledge required to successfully transition to college and career.

Aligned Priorities: 4, 5, and 6

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Suspension Rate (CA Dashboard)	0.6% suspension rate	0.3% suspension rate	0.5% suspension rate	Outcome is in progress.	Maintain or Decrease
Expulsion Rate	0% expulsion rate per DataQuest	0% expulsion rate per DataQuest	0% expulsion rate per DataQuest	Outcome is in progress.	Maintain
Dropout Rate	1.5% dropout rate	0.8% dropout rate	1.9% dropout rate	Outcome is in progress.	Maintain or Decrease

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Professional Development Focused on Social-Emotional Learning Vertical Planning and Student Transitions - resources, materials, and time for teachers to collaborate on developing a system and plan for supporting student transitions at key grade levels.</p> <p>Materials and resources for implementing a homeroom/advisory period that provides individualized attention and support for students.</p> <p>Provided with a Grant from Parker Anderson for providing opportunities for cross-grade level connection to build school communities.</p> <p>Partner with Second Step to provide professional development, resources, and materials to teachers.</p> <p>Partner with Capturing Kids' Hearts to provide professional development, resources, and materials to teachers and staff.</p>	No	Partially Implemented	Outcomes are in progress.	Collaboration Time- Teachers have regularly scheduled collaborative time to discuss student achievement. Second Step- Teachers implement Second Step lessons at the TK-8 grade levels. Our TK-5 teachers teach the lessons in Unit 1 and Unit 2 during the first semester and will teach the lessons in Unit 3 and Unit 4 during the second semester. Our middle school teachers use second step lessons during their advisory	\$1,825,000.00	\$1,986,940.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Additional actions supplemented by the Educator Effectiveness Block Grant.				<p>classes and based on the need, middle school teachers will make appropriate adjustments to the lessons. Advisory Lessons- our middle school students use Music EDU. This program is geared to inspire creativity, foster a love for music, and cultivate well-rounded student musicians. Parker Anderson provides a wide variety of dynamic enrichment classes to the students at GHC to help promote social and emotional learning. These classes will provide students with opportunities to connect with their peers beyond their regular</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					classroom experience.		
4.2	<p>Student Mental Health Support Expand student social-emotional and mental health support, referral, suicide prevention and follow-up provided by 2 full-time Psychiatric Social Workers and second full-time Nurse in support of Foster Youth and Unduplicated Population of students.</p> <p>Additional actions supplemented by the California Community Schools Partnership Grant and the Homeless Children and Youth Grant, which is a federal grant that provides needed assistance to enable homeless children and youth to attend and participate fully in school activities, such as in-person instruction, spring and summer learning, and enrichment programs.</p>	Yes	Fully Implemented	Fully staffed.	Units of service summary for social workers for Fall 2023: 1:1 meeting with students - 960 Meeting with students and collateral(s) - 12 Collateral phone calls - 43 Case management (emails, voicemails, etc.) - 27 Total - 1,060	\$1,273,337.00	\$1,272,253.00

Goal 5

Goal Description

Building an Equitable and Inclusive School Community

Granada Hills Charter is committed to building an equitable and inclusive school community in which every student has access to the courses, programs, extracurriculars, and services they desire and to be supported by a school staff who understands, respects, and values the diverse backgrounds and lived experiences of every student.

Aligned Priorities: 2, 4, 5, 6, 8

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Classroom Observations of CSTPs 2.1 and 2.2	50% of TK-8 and high school teachers demonstrate effective practices aligned to CSTPs 2.1 and 2.2	This metric was removed. See rationale for removal under Goal Analysis section below.	This metric was removed. See rationale for removal under Goal Analysis section below.	This metric was removed. See rationale for removal under Goal Analysis section below.	70% of TK-8 and high school teachers demonstrate effective practices aligned to CSTPs 2.1 and 2.2
Enrollment in Academic Programs (% of students enrolled in an academic program other than Granada Guaranteed Curriculum)	In 2020-2021, 25% of students were enrolled in an academic Program.	In 2021-2022, 24% of students were enrolled in an academic Program	In 2022-2023, 24% of students were enrolled in an academic program.	For Fall 2023, 35% of students were enrolled in an academic program.	By 2023-2024, 28% of all students will be enrolled in an academic Program.
A-G Course Requirements (% Completed)	In 2020-2021, 80% of graduates completed their A-G course requirements.	In 2021-2022, 76% of graduates completed their A-G course requirements.	In 2022-2023, 79.9% of graduates completed their A-G course requirements.	Outcome is in progress.	83% of graduates will complete their A-G course requirements.
Access to Advanced Coursework (% Completing at least 1 AP or IB course within 4 years)	In 2020-2021, 76% of all students completed at least 1 AP or IB course within 4 years.	In 2021-2022, 73% of all students completed at least 1 AP or IB course within 4 years.	In 2022-2023, 72% of all students completed at least 1 AP or IB course within 4 years.	Outcome is in progress.	By 2023-2024, 79% of all students will complete at least 1 AP or IB course withing 4 years.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Professional Development, Materials, and Resources Focused on Equity	Yes	Partially Implemented	100% of classrooms from both campuses were observed. Six focus groups consisting of	Completed Equity Visit and shared report with staff.	\$975,000.00	\$982,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Professional development, resources, and materials for Equity Learning Series on equitable and inclusive instructional practices - EPOCH Education.</p> <p>Materials and resources for teacher-led professional development on building a diverse classroom library.</p> <p>Partner with Digital Promise to provide professional development, resources, and materials to teachers.</p> <p>Materials, resources, and events to build and facilitate equity learning modules for students to engage in curriculum-based conversations and activities focused on equity and inclusivity.</p> <p>Additional actions will be supplemented by the Anti-Bias in Education Grant and the Arts, Music, and Instructional Materials Discretionary Block Grant for implementation and purchasing starting in Fall 2023.</p>			students, parents, faculty, staff, and administration were included in report.	Determining next steps based upon findings as well as findings surfaced during WASC self-study.		