TO: Granada Hills Charter Governing Board   DATE: January 27, 2025

FROM: Anthony Graham, Administrative Director of Instruction

SUBJECT: 2023-2024 School Accountability Report Card

By February 1st of each year, every school in California is required to publish a School Accountability Report Card (SARC). The purpose of the SARC is to provide the community with important information about student performance, school resources, and the condition of the school facility. A SARC can be an effective way for a school to report on its progress in achieving goals and the public may also use a SARC to evaluate and compare schools on a variety of indicators. The SARC requires governing board approval.

The SARC is published on each school's website and in a searchable database on the California Department of Education (CDE) website. Printed copies of the SARC are available in the school's main office.

Granada Hills Charter publishes the SARC in both English and Spanish.

Some highlights and items of note from the GHC 2023 – 2024 SARC:
- 100% of students have access to textbooks and other instructional resources, including internet access (pages 8-10).
- Facilities are rated Good by Buildings and Grounds. Continued work with LAUSD to maintain buildings, electricity, plumbing, and gas. Structural and External improvements may be prioritized (page 11).
- The California Assessment of Student Performance and Progress (CAASPP) includes the SBAC in English Language Arts/Literacy (ELA) and Mathematics, and the California Science Test (CAST). 76% of GHC 3rd-8th and 11th grade students met or exceeded ELA standards, 57% met or exceeded Mathematics standards, and 53% of GHC 5th, 8th and 12th grade students met or exceeded Science standards. (pages 12-15)
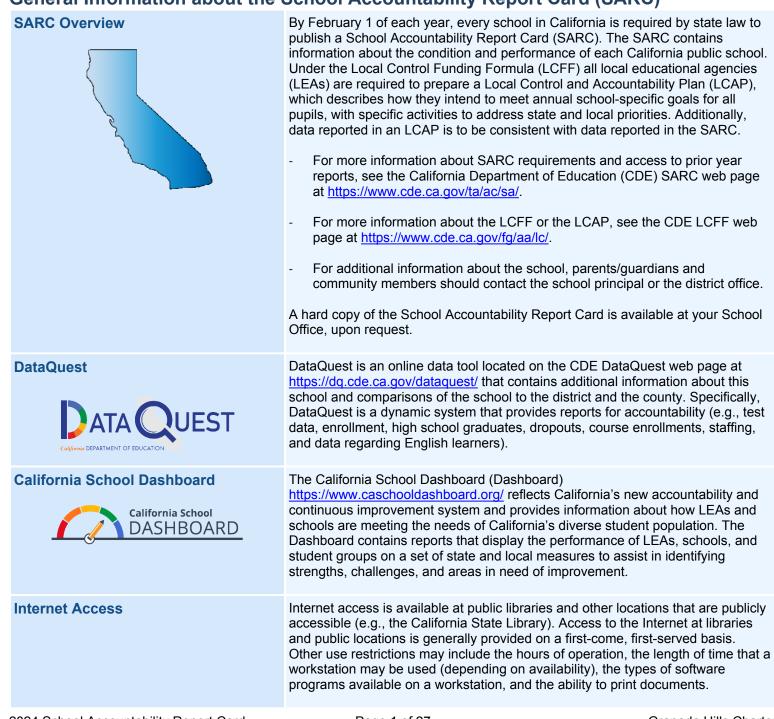
- Updated high school graduation rate shows for 2021-22, 2022-23, and 2023-24 as 96.9%, 94.4%, and 96.6% respectively. Graduation rates are higher than LAUSD and other California schools, including all student subgroups (page 19).
- AP courses were taken by 49.2% of students in 2023-2024 across 187 AP courses (page 26).
- Updated TK-8 enrollment to reflect over 1,300 students, previously 1,100 (page 2).
- Updated the Expected Schoolwide Learning Results (ESLRs) by replacing with the Schoolwide Learner Outcomes (SLOs) (page 3).
- Throughout the document, "District" refers to LAUSD. "State" refers to all comparable California schools

Granada Hills Charter
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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
Grade Span	K-12
County-District-School (CDS) Code	19 64733 1933746

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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 1,300 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.

2024-25 School Description and Mission Statement

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 success of our students in acquiring the necessary disciplinary skills and content that will empower them through life is paramount in all we aspire to be as a school. Our Schoolwide Learner Outcomes (SLOs) reflect the traits our students, staff, and other educational partners believe are necessary to this focus.

Granada students are . . .

1. Active Listeners:

Granada students are active listeners who engage in respectful dialogue, demonstrate empathy, and seek to understand diverse perspectives.

2. Creative Thinkers:

Granada students are creative thinkers who view problems as opportunities, generate innovative solutions, embrace challenges, and apply interdisciplinary knowledge.

3. Ethical Citizens:

Granada students are ethical citizens who act with integrity, advocate for social justice, and contribute positively to build up their school and home their communities.

4. Wellness Advocates:

Granada students are wellness advocates who prioritize personal and community well-being, practice healthy living, and support wellness initiatives.

5. Self-Advocates:

Granada students are self-advocates who set and pursue personal and academic goals, seek support when needed, and take ownership of their learning experiences.

6. Action-Oriented:

Granada students are action-oriented individuals who identify community needs, engage in service, and collaborate on projects to effect positive change.

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	178
Grade 1	130
Grade 2	130
Grade 3	130
Grade 4	149
Grade 5	148
Grade 6	148
Grade 7	150
Grade 8	150
Grade 9	1,169
Grade 10	1,230
Grade 11	1,159
Grade 12	1,143
Total Enrollment	6,014

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	49.9
Non-Binary	0.3
American Indian or Alaska Native	0.3
Asian	17.1
Black or African American	4.2
Filipino	9.4
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.1
White	23.4
English Learners	2.5
Foster Youth	0.1
Homeless	0.5
Socioeconomically Disadvantaged	49.5
Students with Disabilities	8.8

A. Conditions of Learning

State Priority: Basic

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

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

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	206.10	88.03	22355.10	82.56	231142.40	83.24
Intern Credential Holders Properly Assigned	7.00	2.99	1101.40	4.07	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	1.59	1596.00	5.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.80	4.19	1053.60	3.89	11746.90	4.23
Unknown/Incomplete/NA	7.40	3.19	971.50	3.59	14303.80	5.15
Total Teaching Positions	234.20	100.00	27077.80	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.40	0.00	0
Misassignments	0.30	3.30	3.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.70	3.30	3.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	5.30	1.00	1
Local Assignment Options	0.30	5.60	8.8
Total Out-of-Field Teachers	5.70	6.60	9.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.50	6	4.4
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	0.7

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2025

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	Yes	0

	Big Ideas Math: Algebra 1 Common Core (NG Big Ideas Learning) Big Ideas Math: Geometry Common Core (NG Big Ideas Learning)		
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 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 Project Lead The Way	Yes	0
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)	Yes	0

	World History & Geography: Medieval & Early Modern Times (McGraw Hill) History Alive! The United States Through Industrialism (TCI)		
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 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"	Yes	0
Health	Edgenuity. (n.d.). Edgenuity digital curriculum. Edgenuity Inc.	Yes	0
Visual and Performing Arts	Exploring Visual Designs (Davis) 2000 OnCooking (Prentice Hall) 2003 The Musicians Guide to Theory and Analysis (Norton) 2011 American Art: History and Culture (McGraw-Hill) 2003	Yes	0

Note: Cells with N/A values do not require data.

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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All HVAC units are equipped with Merv-13 filters that are replaced quarterly. GHC is working with LAUSD to replace several gas regulators in order to provide heat to classrooms during colder months.
Interior: Interior Surfaces	X			Interior paint is in good condition and flooring is stripped and waxed every summer.
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		Several sections of asphalt have large cracks that should be repaired, as it can pose a tripping hazard. Additional outdoor seating (benches and tables) were added to the TK-8 and high school campus.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	77	76	41	43	46	47
Mathematics (grades 3-8 and 11)	55	57	29	32	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	2022	1968	97.33	2.67	76.64
Female	1032	1006	97.48	2.52	79.64
Male	980	953	97.24	2.76	73.26
American Indian or Alaska Native	--	--	--	--	--
Asian	346	342	98.84	1.16	90.62
Black or African American	76	74	97.37	2.63	72.97
Filipino	179	177	98.88	1.12	94.35
Hispanic or Latino	876	854	97.49	2.51	68.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	55	98.21	1.79	78.18
White	471	448	95.12	4.88	76.01
English Learners	35	33	94.29	5.71	21.21
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1014	980	96.65	3.35	69.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	203	191	94.09	5.91	34.39

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	2022	1963	97.08	2.92	57.62
Female	1032	1005	97.38	2.62	55.30
Male	980	949	96.84	3.16	60.30
American Indian or Alaska Native	--	--	--	--	--
Asian	346	340	98.27	1.73	82.60
Black or African American	76	73	96.05	3.95	39.73
Filipino	179	177	98.88	1.12	77.40
Hispanic or Latino	876	852	97.26	2.74	45.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	54	96.43	3.57	72.22
White	471	449	95.33	4.67	54.93
English Learners	35	33	94.29	5.71	27.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1014	976	96.25	3.75	49.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	203	184	90.64	9.36	21.86

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	52.02	53.20	20.46	21.89	30.29	30.73

2023-24 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	1394	1344	96.41	3.59	53.13
Female	690	664	96.23	3.77	52.56
Male	704	680	96.59	3.41	53.68
American Indian or Alaska Native	--	--	--	--	--
Asian	241	238	98.76	1.24	73.11
Black or African American	51	47	92.16	7.84	46.81
Filipino	160	157	98.13	1.87	69.43
Hispanic or Latino	562	539	95.91	4.09	38.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	40	95.24	4.76	62.50
White	329	314	95.44	4.56	53.82
English Learners	20	18	90.00	10.00	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	669	637	95.22	4.78	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	134	129	96.27	3.73	18.60

2023-24 Career Technical Education Programs

Granada Hills Charter's Career Technical Education (CTE) programs for the 2023-2024 academic year offer students robust opportunities aligned with the model curriculum standards pursuant to Education Code Section 51226. Our pathways include Automotive, Business, Culinary Arts, Engineering, Film, Dance, and Theater, integrating academic and technical skills to foster career readiness. All pathways have established industry partnerships, provide work-based learning opportunities, and most offer professional certifications in their completer courses. The Culinary, Theater, and Dance pathways are currently exploring certifications to implement this year.

Program sequences offered directly by the school feature A-G approved courses. The Automotive, Business, and Engineering pathways include hands-on experiences, such as collaborations with Galpin Ford and the CSUN Nazarian School of Business. DECA has been the CTSO for the Business pathway for over 10 years, while other pathways are exploring suitable CTSO partnerships. The Culinary Arts pathway, for example, found that SkillsUSA did not align with its needs and is searching for a better fit.

The CTE Advisory Committee is led by Frank Tarczynski, GHC Director of Instruction, and Troy Aiken, CTE Chair. Industry representatives include professionals from the automotive, business, engineering, and hospitality sectors, along with local restaurateurs and educators from CSUN and junior colleges. Their input ensures our curriculum remains relevant and aligned with industry trends.

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1219
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	55.9
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.6
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	82.12

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.

2023-24 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. The administration of the PFT requires only participation results 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	98%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	93.40%	94.79%	94.79%	93.81%	94.22%

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.

2024-25 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.8	1.9	0.8	7.8	8.5	6.5	7.8	8.2	8.9
Graduation Rate	96.9	94.4	96.6	87.4	86.1	88.5	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	1132	1093	96.6
Female	559	543	97.1
Male	572	549	96.0
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	189	186	98.4
Black or African American	47	47	100.0
Filipino	126	125	99.2
Hispanic or Latino	455	441	96.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	276	259	93.8
English Learners	27	24	88.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	836	806	96.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	111	98	88.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	6111	6038	423	7.0
Female	3040	3008	203	6.7
Male	3052	3011	216	7.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	19	18	2	11.1
Asian	1040	1033	36	3.5
Black or African American	262	256	26	10.2
Filipino	566	564	18	3.2
Hispanic or Latino	2588	2551	220	8.6
Native Hawaiian or Pacific Islander	25	25	1	4.0
Two or More Races	73	71	5	7.0
White	1424	1408	104	7.4
English Learners	159	153	25	16.3
Foster Youth	--	--	--	--
Homeless	38	36	11	30.6
Socioeconomically Disadvantaged	3693	3656	303	8.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	610	599	94	15.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.29	0.45	1.6	0.46	0.55	0.6	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.03	0.02	0.02	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.60	0.03
Female	0.59	0.00
Male	2.62	0.07
Non-Binary	0.00	0.00
American Indian or Alaska Native	5.26	0.00
Asian	0.67	0.00
Black or African American	4.20	0.00
Filipino	0.18	0.00
Hispanic or Latino	1.66	0.04
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.18	0.07
English Learners	1.26	0.00
Foster Youth	0.00	0.00
Homeless	2.63	0.00
Socioeconomically Disadvantaged	1.84	0.03
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.59	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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, the school safety plan underwent its annual review. School staff participated in safety updates as part of the Great California Shakeout drill held in October 2024. School Police assigned to the school presented the safety plan during the PTSA meeting in September 2024, providing parents and guardians with important insights. Additionally, the GHC governing board reviewed the safety plan at the October 2024 meeting and approved it as part of the annual review process in December 2024.

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.

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		6	
1	26		5	
2	26		5	
3	26		5	
4	30		5	
6	30	3	26	2

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	1	5	
1	22	1	5	
2	22	1	5	
3	22	1	5	
4	30		5	
5	30		5	
6	28	2	25	

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	198	29	52
Mathematics	24	75	23	88
Science	22	123	22	67
Social Science	18	173	32	42

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	192	52	35
Mathematics	24	70	40	74
Science	20	114	36	63
Social Science	18	170	42	46

2023-24 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	353.76

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	17
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	5
Social Worker	3
Nurse	3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	12

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	15,967	4,752	11,216	113,855
District	N/A	N/A	8,335	$85,275
Percent Difference - School Site and District	N/A	N/A	29.5	28.7
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	4.0	18.4

Fiscal Year 2023-24 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$52,399	$56,573
Mid-Range Teacher Salary	$83,696	$87,186
Highest Teacher Salary	$103,915	$119,665
Average Principal Salary (Elementary)	$130,400	$148,486
Average Principal Salary (Middle)	$143,735	$154,835
Average Principal Salary (High)	$147,353	$170,008
Superintendent Salary	$440,000	$338,699
Percent of Budget for Teacher Salaries	24.89	31.41
Percent of Budget for Administrative Salaries	4.73	4.86

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	49.2

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	18
English	21
Fine and Performing Arts	10
Foreign Language	7
Mathematics	21
Science	35
Social Science	60
Total AP Courses Offered Where there are student course enrollments of at least one student.	187

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

Professional Development

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. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4