LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Granada Hills Charter
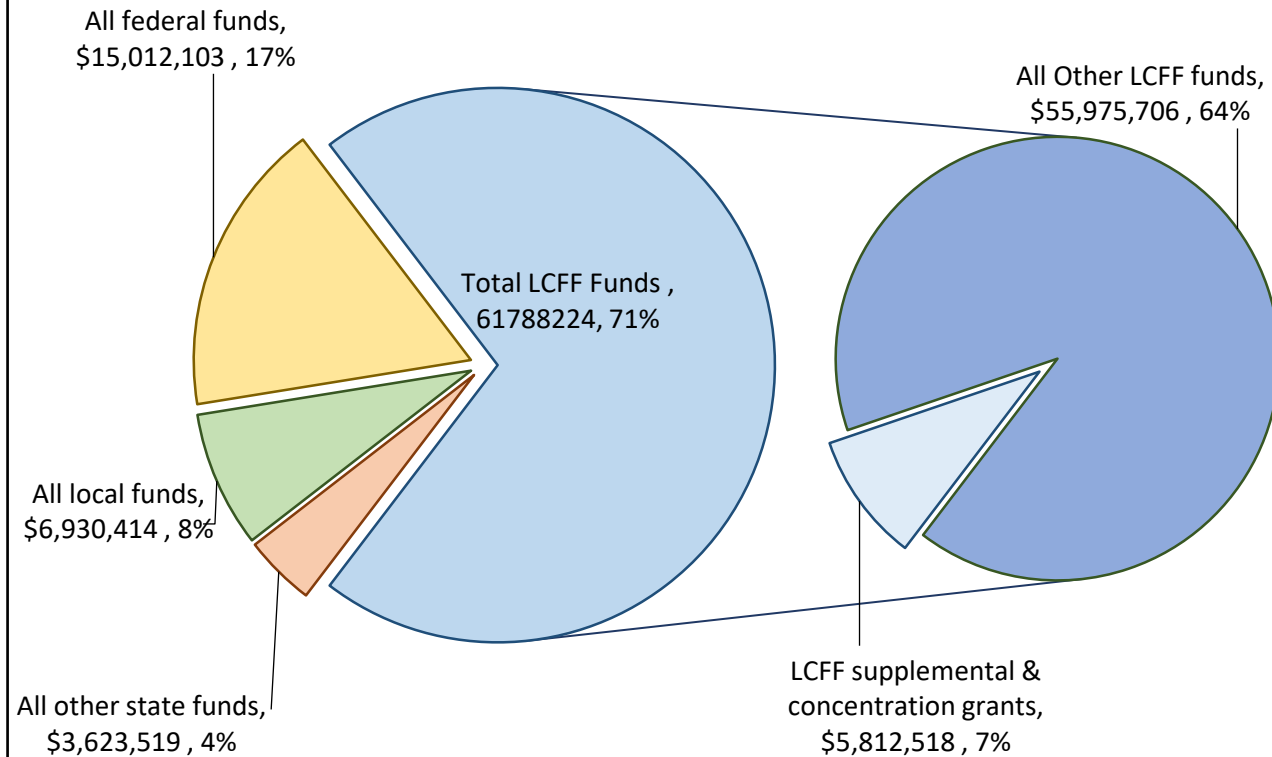
CDS Code: 19 64733 1933746

School Year: 2021 – 22

LEA contact information: Tammy Stanton, CFO - Tel. 818-360-2361, tammystanton@ghctk12.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $15,012,103 , 17%

All Other LCFF funds, $55,975,706 , 64%

Total LCFF Funds , 61788224, 71%

All local funds, $6,930,414 , 8%

All other state funds, $3,623,519 , 4%

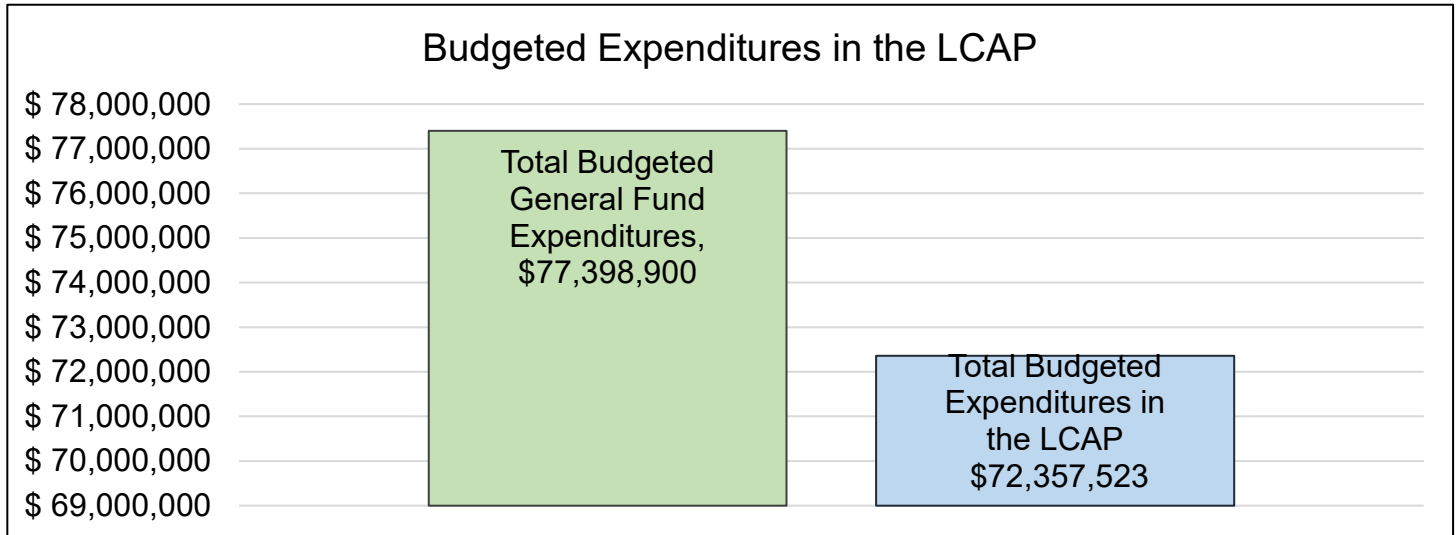LCFF supplemental & concentration grants, $5,812,518 , 7%

This chart shows the total general purpose revenue Granada Hills Charter expects to receive in the coming year from all sources.

The total revenue projected for Granada Hills Charter is $87,354,260.00, of which $61,788,224.00 is Local Control Funding Formula (LCFF), $3,623,519.00 is other state funds, $6,930,414.00 is local funds, and $15,012,103.00 is federal funds. Of the $61,788,224.00 in LCFF Funds, $5,812,518.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $77,398,900	Total Budgeted Expenditures in the LCAP $72,357,523

Chart axis values: $78,000,000 / $77,000,000 / $76,000,000 / $75,000,000 / $74,000,000 / $73,000,000 / $72,000,000 / $71,000,000 / $70,000,000 / $69,000,000

This chart provides a quick summary of how much Granada Hills Charter plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Granada Hills Charter plans to spend $77,398,900.00 for the 2021 – 22 school year. Of that amount, $72,357,523.00 is tied to actions/services in the LCAP and $5,041,377.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund - Staff Salary/Benefits, $1,066,541
Depreciation and Amortization, $975,512
Other Services/Outgo, $1,812,875
*Facilities/Rentals Fund, $186,449
*Associated Student Body (ASB) Fund, $1,000,000

*Although the other fund expenditures are included in the school's consolidated financials at year-end pursuant to non-profit accounting standards, these activities are restricted and monitored separately from the school's overall General Fund operating budget.
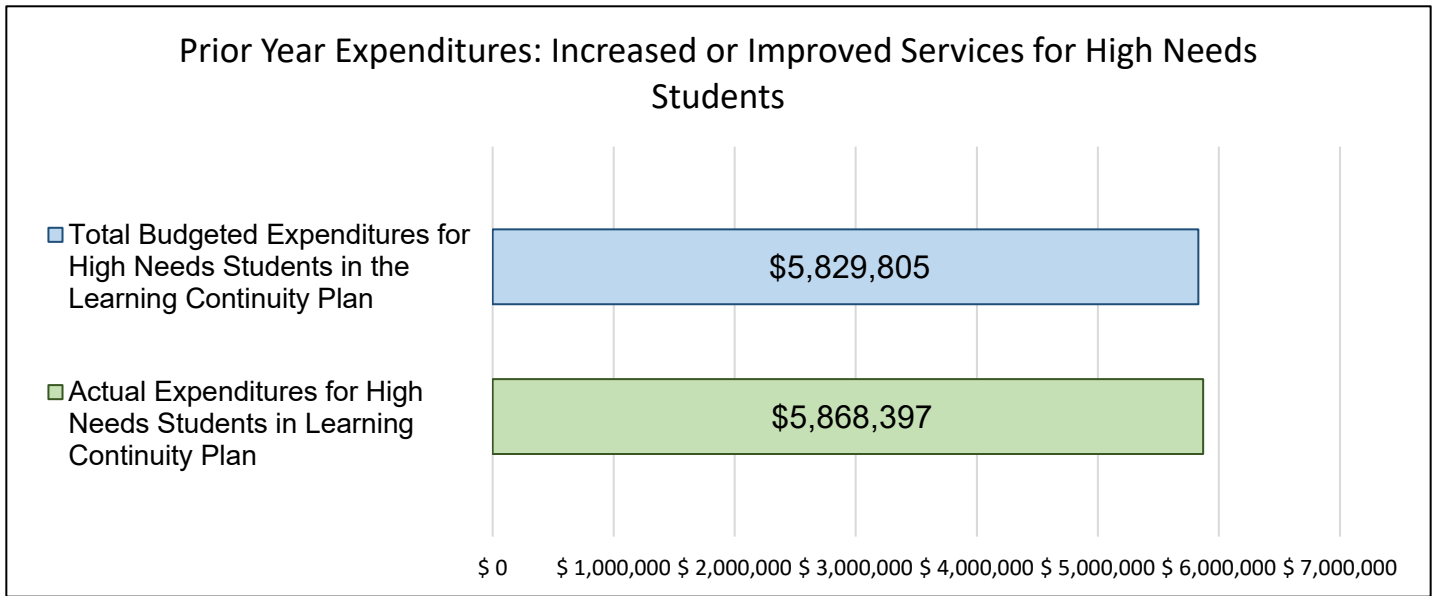
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

LCFF Budget Overview for Parents

In 2021 – 22, Granada Hills Charter is projecting it will receive $5,812,518.00 based on the enrollment of foster youth, English learner, and low-income students. Granada Hills Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Granada Hills Charter plans to spend $6,694,655.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $5,829,805
- Actual Expenditures for High Needs Students in Learning Continuity Plan: $5,868,397

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000 $ 6,000,000 $ 7,000,000

This chart compares what Granada Hills Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Granada Hills Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Granada Hills Charter's Learning Continuity Plan budgeted $5,829,805.00 for planned actions to increase or improve services for high needs students. Granada Hills Charter actually spent $5,868,397.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Granada Hills Charter	Frank Tarczynski	franktarczynski@ghctk12.com

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

CONDITIONS OF LEARNING

GHCHS 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 and the Next Generation Science Standards, teachers develop lessons that are rigorous and relevant. All students, including EL students, Foster Youth and low income have an opportunity to engage in active learning.

1. **BASIC SERVICES - State Priority I**

A.   Teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.

B.   Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

C.   School facilities are clean and maintained in good repair. Daily cleanliness spot checks are conducted. Percentage of items on Site Inspection Lists are in compliance or good standings.

2.   IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CCSS) - State Priority II

A.   Implementation

- School will fully implement state-adopted ELA and Math academic content and performance standards for all students including subgroups. School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state.

- Teachers will participate in annual professional development on the implementation of the Common Core State Standards with a focus on Standards-Based Grading as well as Differentiation.

- All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards.

B.   EL Students and Academic Content Knowledge

- All EL students will gain academic content knowledge through the state-adopted academic content and performance standards.

- All teachers of English Learners, EL and RFEP will participate in Professional Development provided by professional experts in the field to provide on implementation of the CCSS with specific application of SDAIE and ELD instructional strategies All teachers of English Learners, EL and RFEP will participate in Professional Development provided by professional experts in the field to provide appropriate use of differentiation, SDAIE and ELD instructional strategies.

3.   COURSE ACCESS - State Priority VII

Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities and Foster Youth), unduplicated students and students with exceptional needs will have access to academic and educational programs as outlined in the school's charter.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course Access

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
BASIC SERVICES: A. 100% of all teachers are fully credentialed and appropriately placed per ESEA.(Current CCTC records maintained.) B. 100% of all students have access to standards-aligned instructional materials. (Annual School Accountability Report Card (SARC) Report.) C. All school facilities are maintained and in good condition. Daily spot checks and greater or equal to 90% compliance on-inspections.	**BASIC SERVICES:** 1A. 100% of all teachers are fully credentialed and appropriately places (Current CCTC records maintained) 1B. 100% of all students have access to standards-aligned instructional materials (Annual School Accountability Report Card (SARC) Report.) 1C. All school facilities are maintained and in good repair. Daily spot check and with greater or equal to 90% compliance on Site Inspection. (Annual School Accountability Report Card (SARC) Report).
IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS (CCSS) A. 100% Implementation of CCSS - Documentation of Professional development focusing on Common Core State Standards (CCSS, NGSS); classroom observations by administrators B. 100% Implementation of the CCSS/NGSS for EL Students - Documentation of professional development on CCSS and EL Learners; classroom observations by administrators	**IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS (CCSS)** 2A. 100% implementation of the CCSS/NGSS - Documentation of Professional development focusing on Common Core State Standards and classroom observations. (Evidenced through Attendance for staff training and professional development; teacher evaluations and peer observations by colleagues, implementation of Instructional Rounds in English Department) 2B. 100% implementation of CCSS and NGSS for EL Students (Evidenced through attendance for EL staff training and professional development; teacher evaluations and peer observations by colleagues and EL Coordinator)
COURSE ACCESS A. Over 90% of all incoming students will participate in Summer Transition Academy (Summer Bridge) - metric STA attendance rate	**COURSE ACCESS** 3A. Over 90% of all incoming students completed STA (Evidenced through attendance and completion)

B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year - metric Documentation of student participation in ELA intervention and enrichment activities including summer school.

C. 100% student access to Math intervention, support services, enrichment and advanced placement early in academic year - metric Documentation of student participation in Math intervention and enrichment activities including summer school.

3B. All students have 100% access to ELA intervention, support services, enrichment and advanced placement early in the academic year (Evidenced through AHA attendance and summer school, intervention coordinator tiered intervention). Through intervention during the instructional day with tutors providing one-to-one instruction in collaboration with the discipline specific teacher, 34% of English Learners earning a D or F in one or more courses improved by the final marking period in semester I and 25% improved by the final marking period. 45% of socioeconomically disadvantaged students earning a D or F in one or more courses improved by the final marking period in semester I and 55% of the socioeconomically disadvantaged improved by the final marking period.

3C. All students have 100% access to Math intervention, support services, enrichment and advanced placement early in the academic year (Evidenced through AHA attendance and summer school, intervention coordinator tiered intervention) In the summer of 2018 85%of students recovering courses earned a passing score of a C or better.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1 (Less Classified Staff than anticipated hired)	$15,790,781.00	$14,626,518.98
Action 2 (PANDEMIC CHANGED HOW MEALS WERE DISTRIBUTED, LESS REDUCED #)	$51,000.00	$32,714.35
Action 3 (CERTIFICATED SALARIES, NEW TEACHERS BROUGHT IN LOWER, STEP AND COLUMN INCREASE LOWER THAN ANTICIPATED)	$24,126,667.00	$23,271,005.27
Action 4 (COVID, FIELD TRIPS AND OPERATING EXP)	$759,064	$457,138.27

Action 5 (COVID, PD LOWERED)	$481,904	$241,834.85
Action 6 (COVID, PD LOWERED)	$93,600	$34,634.69
Action 7	$1,434,859	$1,373,132
Action 8	$747,192	$739,588.01

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budget and estimated expenditure differences can be explained primarily through the process of shifting and adapting to the needs and requirements of the COVID-19 pandemic. Primarily the material differences result in the shifting of allocation from one action to another in order to align and accurately address adopted legislation, county health guidance and recommendations, and staffing adjustments during the closing of the 2019-20 academic year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

- Full staffing of all positions by qualified individuals provided continuity and dependable basic services. All teachers are fully credentialed and highly qualified providing a high standard of instruction. All students have access to standards-aligned materials and additional instructional materials supporting student learning and success and the facilities are well maintained and in good repair. All students have access to a one-to-one device as well as internet access within the home.
- All students have access to Advanced Placement courses, and the school offered 30 AP courses in the 2020-21 school year - no decrease to the prior year. In the 2020-21 school year, 2,078 students enrolled in at least one AP course, a slight decrease from last year, when 2,107 students enrolled in at least one AP course. As of June 2021, GHC students had completed 3,116 AP exams, a decrease from the prior year, when 3,630 exams were completed. The AP exams in 2020 were modified for distance learning, with all students completing the exams online. Exams in 2020 were shortened to less than one hour in length, and focused on key concepts of the AP courses. In 2021, the exams were the full length, approximately three hours in length, and many students outside California completed the traditional format of the AP exams. Many GHC students likely canceled AP exams out of concern that they were at a disadvantage taking the exams online compared to their peers outside of California. GHC provided the opportunity for students to complete the exams on campus, and nearly 300 students opted to complete the exams in person, in the traditional format. However, the majority of GHC students completed the exams at home, online.
- Professional development - GHC faculty completed an additional 1,300 hours of professional development, including training courses selected by the school to improve the distance learning program. Additionally, faculty could submit professional

development courses for approval. With access to online professional development that could be completed at any time (weekends, breaks, etc), and access to a wider variety of professional development, GHC faculty completed the equivalent of one additional day of PD. However, not all PD funds were used this year, as many faculty did not have time (or energy) to complete

Goal 2

<u>ENGAGEMENT:</u>

GHCHS values school safety, educational and enrichment opportunities for all and a school climate that fosters success. Parents, students and staff have multiple avenues and opportunities to engage in the betterment of the organization.

1.____PARENT INVOLVEMENT - State Priority III

School will provide opportunities for parent involvement

School will provide opportunities for parent input in committee meetings and informational sessions

2.   STUDENT ENGAGEMENT - State Priority V

Pupil engagement as measured by:

A.   School attendance rate - School will maintain a high ADA rate

B.   Chronic absenteeism rate - School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism

C.   Middle school dropout rate (Not Applicable)

D.   High school dropout rate

School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school. The cohort dropout rate will improve annually with a 2012 baseline of 4.4%)

Subgroups with dropout rates above the average cohort dropout rate will improve annually based on 2012 percentages as a baseline. (Hispanic 6.9%, English Learners 15.4%, Special Education 9.4%, Socioeconomically Disadvantaged 4.3%)

E.   High school graduation rate

School will graduate 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.

Cohort graduation rate of 92.1 (2012) will increase annually

Subgroup cohort graduation rate will increase annually to meet the State identified target subgroup grad rate requirement. Hispanic/Latino (2012- 88.6%) (*Note the Class of 2013 Grad target rate is 88.6%), English Learners (2012-59.6%), Special Education (2012-59.4%), Socioeconomically Disadvantaged (2012-92.2%)

3.   SCHOOL CLIMATE - State Priority VI

As measured by:

A.   Pupil suspension rates - School will reduce its suspension rates each year of operation

B.   Pupil expulsion rates - School will maintain a low <1% annual pupil expulsion rate

C.   School Connectedness - Continued implementation of athletics, after-school programs, family and community outreach and other programs integral to school operations; continued involvement of families in all key school operations and program; and, annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent Involvement; 5. Pupil Engagement; 6. School Climate

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
PARENT ENGAGEMENT: Minimum of 3 or more activities or events per semester providing information and seeking input from parents/guardians. Minimum of 2 parents of Advisory Council.	**PARENT ENGAGEMENT:** Measurable outcome was met. More than 3 activities or events per semester were offered and attended by parents/guardians who sought support for students academically and emotionally as well as opportunities for parents/guardians to provide input in order to impact services offered at the school through immediate surveys after each workshop/session and face to face time for feedback. A minimum of 2 parents were on the Advisory Council.
PUPIL ENGAGEMENT: A. Attendance (ADA) rate > 9 5 % B. Absenteeism < 5 %	**PUPIL ENGAGEMENT:** Measurable Outcome was met. GHC attendance (ADA) was greater than 95%; Absenteeism was less than 5%; the Dropout rate is lower than comparable neighboring schools and our

C. N/A D. Dropout rate lower than comparable neighboring schools E. Meet or exceed CDE graduation rate - Graduation rate higher than comparable neighboring schools	graduation rate, 93.6%, is higher than comparable neighboring schools
COURSE ACCESS: 100% Access to academic and educational programs as outlined in the school's charter.	**COURSE ACCESS:** Measurable outcome met. All students had 100% access to academic and educational programs as outlined in the school's charter.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1	$0	$0
Action 2	$0	$0
Action 3	$1,751,418.00	$1,832,265.99
Action 4 (Additional Staffing)	$228,821.00	$435,068.76
Action 5	$1,143,807.00	$1,221,402.71
Action 6	$1,839,445.00	$1,845,789.22
Action 7 (Hired additional social worker)	$138,397.00	$448,623.23
Action 8	$30,000	$28,966.45

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budget and estimated expenditure differences can be explained primarily through the process of shifting and adapting to the needs and requirements of the COVID-19 pandemic. Primarily the material differences result in the shifting of allocation from one action to another in order to align and accurately address adopted legislation, county health guidance and recommendations, and staffing adjustments during the closing of the 2019-20 academic year. The need for additional support in order to meet the social emotional needs of our students during the pandemic is indicated in the shifting allocation. Additional staffing was also needed to provide more targeted assistance in the core disciplines.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A variety and multitude of documented parent outreach activities and events were offered throughout the entire year. Fall and spring semesters provided opportunities for parents to engage in workshops, provide feedback through our parent ambassador meetings, access services and training in order to monitor student success in courses, and offer input through our community surveys. Full staffing, support and extensive activities and outreach services to students, families and the community helped to provide a safe and supportive distance learning and limited return to school environment for students and resulted in positive measurable outcomes in attendance and engagement. Survey results indicated a positive overall rating of the school with the majority of the TK-12 staff recommending the school to someone with children. However, the survey continues to indicate areas in need of improvement in school culture which will help to guide our planning for the coming year. The School Site Council, the ELAC Committee and Intervention Coordinator are all aligned to share stakeholder feedback on the LCAP to meet the needs of all of the members within the school community. Meetings and minutes are well documented, survey results posted and an additional alumni coordinator out of the Outreach Office makes targeted efforts to connect with those who have graduated in order to continue to refine the opportunities offered at our school. The implementation of the Possip Platform increases feedback and communication. The adoption of Google Suite increased the use of Google Forms resulting in the increased feedback from all stakeholder groups, especially the student group. The challenges were indicative of distance learning and the ability to receive feedback from all stakeholder groups through the online platform.

Goal 3

PUPIL OUTCOMES:

GHCHS is committed to student college and career readiness. The school uses multiple measures, both internal and external, to gauge preparedness and proficiency. The school aims to instill its students with a lifelong love for learning.

1.   STUDENT ACHIEVEMENT - State Priority IV

Pupil Achievement as measured by:

A.   Statewide Assessments - ELA/Literacy and Mathematics: Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics

B.   API - School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education

C.   College and Career Readiness - Students are on track to be college and career ready (counseling assessment & PSAT)

D.   EL Progress - EL students will advance each academic year on the EPLAC or other available external assessment such as the NWEA

E.   EL Reclassification Rates - EL students will be reclassified as Fluent English Proficient annually and perform "at or near standard" on the CAASPP statewide assessment

F.   AP Exam Passage - Over 75% of Students taking AP Exams will pass with a score of 3 or above

G.   College Preparedness - All eleventh grade students will pass CAASSP Exams at a minimum level of at or near standard; eleventh graders will pass CAASSP exams at higher rates than 11th graders at comparable neighborhood school; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools; the graduation rate with A-G completion will increase annually; subgroups performing below the average school percentage will improve annually

2.   INTERVENTION - State Priority VIII

A.   Summer Bridge - Incoming student participation in Summer Transition Academy for enrichment, intervention, assessment, and identification of skills levels.

B.   ELA Intervention - Students will be placed correctly into ELA courses and access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement as well as access to advanced placement as available.

C.   Math Intervention - Students will be placed correctly into mathematics courses and access available student intervention and support early in the academic year.

D.   Academic Mentor Program - Students will have access to trained peer tutors in English and Math throughout the instructional day.

E.   English and Math Centers - Focusing on unduplicated students and Dashboard Data - students accessing the Math and Writing Center will increase their proficiency in the respective discipline.

F.   Positive Behavior Support Intervention - Focusing on unduplicated students and Dashboard Data - student access support groups on campus led by the Dean's Office for behavior as well as identifying academic needs and referrals.

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil Achievement; 8. Other Pupil Outcomes

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual

ACHIEVEMENT:
  A. All students will meet or exceed targets for growth in statewide assessments.
  B. GHCHS will meet the overall CDE School Dashboard performance expectation (yellow band or above)
  C. EL students will meet target for growth demonstrating proficiency in English Language development (EL Progress)
  D. 10% of incoming EL students at placement levels 3 or 4 will reclassified as Fluent English Proficient annually - Meets or exceeds 10% target for growth (Metric: Reclassification Rate)
  E. Over 80% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results)
  F. Annual increase of students will demonstrate college preparedness - Annual improvement in 11th grade EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G graduates Higher than comparable
	ACHIEVEMENT:
	  A. All students continue to rank within the top 10% in California.
	  B. SBAC: All students met the overall CDE School Dashboard performance expectation of yellow or above. GHC overall performance in Math is "Green" and in ELA is "Green." Subgroups not meeting in the state expectation of yellow or above are EL and students with disabilities.
	  C. EL Students are above the state expectation of "well-developed" with 33% of GHC EL students meeting the criteria. However, we continue to focus on increasing the proficiency in all aspects of the state accountability metrics for our EL subgroup.
	  D. Reclassification Rate for 2018-2019 was 15.2% which is higher than the state reclassification rate.
	  E. 79% of students taking AP exams passed with a score of 3 or above. Efforts for practice and instructional refinement (differentiation and adopted universal instructional strategies aligned with SBAC claims) will

	neighboring schools - (Metric: Annual CAASSP Results and A-G Completion Graduation Report)	continue for the following year in order to reach a higher number of success. F. A-G completion in 2017 was 80% and in 2018 it increased to 81%. Our graduation rate is 93.6% (overall green).
	INTERVENTION: A. Over 90% of all incoming students will participate in Summer Transition Academy (SummerBridge) B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year C. 100% student access to Math intervention, support services, enrichment and advanced placement early in academic year	**INTERVENTION:** A. Over 90% of all incoming students participated in Summer Transition. B. All students have access to tutoring in a variety of environments. Regularly scheduled, drop in tutoring, teacher-directed targeted tutoring throughout the instructional day as well as after school. Students continue to have 100% access to ELA intervention, support services, enrichment and advanced placement early in the academic year. Throughout summer school of 2018, 85% of students recovering credit earned a grade of C or better. C. Students continue to have 100% access to Math intervention, English intervention, support services, enrichment and advanced placement early in the academic year. 44% of students access AHA tutoring after school and during Gap Period.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1	$451,503.00	$459,877.64
Action 2	$1,676,256.00	$1,973,653.69

Action 3 (Covid, Test proctors, classified, was not implemented on site due to COVID-19)	$474,293.00	$208,095.36
Action 4 (Covid SAT test fees)	$180,000.00	$98,512.74
Action 5 (increase in certificated salary)	$502,355.00	$536,004.45
Action 6	$0	$0
Action 7 (Less IA)	$1,532,661.00	$1,248,318.41
Action 8 (Sped additional salary and benefits)	$7,793,638.00	$8,114,697.19
Action 9	$796,483.00	$814,340.56
Action 10	$0	$0
Action 11	$460,106.00	$486,331.12
Action 12	$201,470.00	$204,219.35
Action 13	$0	$0
Action 14 (New Intervention Coordinator and step adjustment)	$148,453.00	$96,355.37
Action 15	$212,500	$186,341.93

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budget and estimated expenditure differences can be explained primarily through the process of shifting and adapting to the needs and requirements of the COVID-19 pandemic. Primarily the material differences result in the shifting of allocation from one action to another in order to align and accurately address adopted legislation, county health guidance and recommendations, and staffing adjustments during the closing of the 2019-20 academic year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The planned actions and services provided support for our unduplicated population of students (Socioeconomically Disadvantaged, English Learners and Foster Youth) through additional counseling, in-class support, credit retrieval access, and free access to the internet throughout the year. Creating a master schedule and receiving UC/CSU approval for additional CTE courses as well as teachers holding a CTE credential and a Single Subject Credential, allows GHC to bolster options for more students accessing pathways while still meet a-g requirements. Intervention resources,

co-teaching and EL Coordinator, creates multiple levels of support during the instructional day as well as beyond. This tiered intervention looks at multiple data points (internal NWEA assessment data and department designed common benchmarks & external CA Dashboard indicators) in order to target identified needs and directly monitor growth.

GHC overall Graduation for 2019 is "Blue" with a 95.2% this reflects an increase of 1.8% with the following subgroups increasing as well: English Learners, African American, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic and White; the overall Suspension Rate is "Green" with a 0.6% indicating all subgroups maintaining or decreasing with the exception of Foster Youth and Hispanic; the overall College and Career Indicator is "Blue" with a 71.5% prepared which reflects an increase for African American and English Learners; Math overall achievement is "Green" with 9.7 points above standard with the English Learners and Students with Disabilities as subgroups to monitor; ELA overall achievement is "Green" with 64.4 points above standard reflecting all student groups increasing or maintaining. The support provided throughout this goal is evident in the 2019 data and continues to be the focus for the 2021-22 school year.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Intervention schedule offered in the afternoon for both programs will provide the following: Tutoring in all disciplines, one to one office hours with teachers, support groups for social and emotional health, targeted subgroup intervention with students with disabilities, English Learners and socioeconomically disadvantaged.The afternoon schedule will also provide opportunities for the school to provide social and emotional support for staff. **Hybrid Schedule.**	$ 610,560	$365,925	Y
Activities for students which build community and address social emotional health. Classified staff and certificated staff leading ASB/school clubs, athletics and performing arts.	1,276,001	$1,145,826	Y
AP and IB Cost Reduction: Given some families' economic circumstances and students' apprehension about committing to taking the AP tests given distance learning, we are anticipating a drop in the # of students who take the test. (This will be used for IPI Per Tammy. I will ask if she is positive w this being on the LCP)	350,000	$297,818	N
PPE for on site accommodations for students and staff.	82,757	$93,220	N
Fulgent and Covid testing	0	$33,779	N
Additional Para Support for students with disabilities	0	$95,088	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Budget and estimated expenditure differences can be explained primarily through the initial implementation of distance learning, the implementation of on-site cohorted students with the highest need and the return to school transition which addressed new legislation, county health guidance and recommendations, staffing adjustments, facility preparation and the increased attention on social emotional support and learning. Additionally, the need for COVID testing and onsite paraprofessionals was added to address health guidance and mitigate learning loss.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In March of 2020, the College Board modified all AP courses to accommodate distance learning, shortening the exams to approximately 45 minutes, removing multiple choice questions, and narrowing the focus of the course to the key concepts. GHC observed no measurable impact on the AP program, as GHC students completed nearly 3,700 AP and the qualifying score rate (three or higher) was unchanged at 79%. However, for the 2020-21 school year, the College Board did not modify the courses or exams for distance learning. Additionally, the College Board consistently messaged that AP exams would be available online, but the content and rigor would be comparable to the traditional, paper and pencil exams. The number of GHC students taking an AP course decreased slightly - from 2,107 to 2,078. More importantly, GHC completed fewer exams in the 2020-21 school year - 3,116 AP exams, a decrease from the prior year, when 3,630 exams were completed. Many GHC students likely canceled AP exams out of concern that they were at a disadvantage taking the exams online compared to their peers outside of California. GHC provided the opportunity for students to complete the exams on campus, and nearly 300 students opted to complete the exams in person, in the traditional format. However, the majority of GHC students completed the exams at home, online.

Students who earned a D or F in core classes had the opportunity to complete a one week "extension course" to improve their grade in the course from a D or F to a passing grade - up to a C if students demonstrated proficiency in the course's key concepts. GHC offered these extension courses online following the fall semester and in person following the spring semester. There was a significant difference in student performance when comparing online to in person: 70% of students improved their grades in the online extension courses, but over 90% improved their grades in the in person extension courses.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Class Size Reduction	$ 2,457,600	$2507500	Y
Instructional Aides	$ 1,161,429	$915,003	Y
Writing and Math Center	11,306	$12,272	Y
Apps for distance learning which allows for continuity of instruction within the online platform	62,500	$152,272	N
Equitable access to technology	88,025	$185,171	N
Additional ELD Class, Dedicated English 11, Sheltered US History = 3 auxiliaries	29,654	$29,654	Y
Duties substantially dedicated to covid and distance learning		$656,628	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Budget and estimated expenditure differences can be explained primarily through the initial implementation of distance learning, the implementation of on-site cohorted students with the highest need and the return to school transition which addressed new legislation, county health guidance and recommendations, staffing adjustments, facility preparation and the increased attention on social emotional support and learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Focus areas for the 2020-2021 school year and distance learning instruction: meeting the learning needs of all students, including English Learners and Students with Disabilities; providing for college and 21st Century career readiness; and increasing parent engagement with a focus on school climate. Historically, GHC students perform at high levels, as evidenced by the results on the Smarter Balanced Assessments and other internal

and external assessments such as the Advanced Placements, International Baccalaureate, PSAT, SAT and ACT, and college readiness measures from 2018-19 and 2019-20 years, respectively. However, with the transition to distance learning and the suspension of the California Dashboard, GHC had to identify additional internal assessments in order to monitor student progress and identify areas for enrichment and intervention, with a focus on the struggling subgroups identified in the release of the CA Dashboard in December of 2019: English Learners, Students with Disabilities, Hispanics, Socioeconomically Disadvantaged and African American.

GHC continued with the three-tiered intervention system beginning with support for all students and moving to a targeted tier for at-risk students and then meeting the needs of, high-risk student will continue to be developed and supported by the following programs and interventions: targeted EL writing and math workshops; monitoring the D/F list in a-g courses for all students in all grades; Writing and Math Centers; Academic Mentor Program (AMP) with targeted placement for the mentors in English and Algebra I classes; the implementation of a Coordination of Services Team (COST); a double block AlgebraI class; a comprehensive After Hours Activities (AHA) program including test prep sessions and tutoring; targeted support services for our unduplicated population of English Learners, Foster Youth and low-income students; continued implementation of Common Core State Standards and the additional support of EL students through Professional Development and ELD differentiated instruction. The tiered system of attendance also allowed for direct intervention within three missed class periods which allowed staff to identify the area of intervention immediately.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional course offerings in the afternoon to address learning loss for targeted populations: Faculty Built Courses (4-5 day) intensive courses led by teachers designed to address identified gaps from the NWEA and department assessments. **Faculty Built Intervention Courses**.	[$111,900]	120415	Y
Additional course offerings during the winter and spring break for both programs which would be 1 to 2 weeks in length. Students would be identified for these courses using the NWEA, semester grades, and internal benchmarks within English and math. Courses would implement online and teacher designed curriculum and be led by certificated staff. **Faculty Teaching GHC Built Intervention Courses**	[$31,800]	31800	Y
With a continued focus on community, there is a need for staff who wish to participate in and serve as group facilitators for an "Equity Learning Series" for	15,900	14393	Y

students. With our focus on race and implicit bias, we will engage students in grades 9-12 around equity with curriculum as well as conversations. Students will engage in equity modules and voluntarily participate in conversations around race which will be guided by trained staff. Interested staff members will review the curriculum and be trained to facilitate challenging conversations which will begin during the spring semester with students. Equity Facilitator Training: Leading sessions for students grades 9-12.			
Faculty Professional Development: Compensate staff for up to 12 hours each of additional professional development. Faculty could submit external training courses for approval and GHC would also offer targeted synchronous training sessions.	179,560	$285,775	N
Live GHC connections with staff for all students: Recruit faculty and staff to make live connections with students and families at least two times per month for an average of 10-15 minutes per family. Participation is voluntary, training and support would be provided, and participants would maintain a log of contacts. Each participant had a designated number of families.	1,076,259	$46,025	N
Professional Development (12 hours) in preparation for the 2020-21 year which includes targeted focus on distance learning.	179,560	$147,337	N
EPOCH Diversity, Equity and Inclusion training as well as the UCP Training.	92,500	$146,895	N
Intervention Coordinator	123,655	$107,347	Y
Digital Promise: Professional Development Learning Service and the training of 7 GHC staff to create the assessment team.	41,418	$86,042	N
Stakeholder Engagement: Pupil and Family Engagement	8,698	$9025	N
School Nutrition	2,444,594	5055589	n
TK-8 Parker Anderson course connections for students and staff	0	$81579	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Budget and estimated expenditure differences can be explained primarily through the initial implementation of distance learning, the implementation of on-site cohorted students with the highest need and the return to school transition which addressed new legislation, county health guidance and recommendations, staffing adjustments, facility preparation and the increased attention on social emotional

support and learning. The increased funding reflected in the Digital Promise partnership is due to the additional meeting times and additional members added to the assessment team.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As the high school and TK-8 program shifted from distance learning to on-campus learning, the administration, teachers, parents, and students recognize the need to adjust academic programs to meet the unique needs of students in the wake of the Covid-19 pandemic, including mitigating learning loss and building connections to the school. Both programs recognize that previous goals and systems will play a vital role in the recovery and acceleration of student learning. As such, Granada Hills Charter has identified six key actions that significantly influence pupil achievement and outcomes: Planning for High-Quality Instruction and College Guidance, Instructional Leadership Development, Internal Assessment System Development, Research-Based Pedagogy Professional Development, Differentiating Instruction for Students with Disabilities and English Learners, Interventions to Support Struggling and At-Risk Students, and CTE Programming and Professional Development. Lastly, the experience of distance learning has highlighted gaps in the academic and instructional program that need to be addressed in order to successfully transition students back to on-campus learning and urgently mitigate learning over the next three years.

Data from the implementation of extension courses in order to meet the D/F identified need for all students, was essential during winter, spring and summer sessions. Over 1,150 students enrolled in the extension courses during winter break, spring break, and immediately following the spring semester in summer. Of these students, 826 successfully completed the course by the close of the session and raised their grade to a passing grade. Three of the sessions were offered online - when the school did not have an option for in person instruction. In these sessions, 70% of students were able to improve their grade. The summer session was offered in person and was much more successful - over 90% of students in the in person session improved their grade. The collaboration between school leadership with the targeted development and teaching of these modules proved to be an option which will continue to be implemented in the 2021-22 academic year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Academic recovery and acceleration as a result of Covid-19 and the subsequent school closure has surfaced a high need for social-emotional learning support for students and staff. The GHC Connect Program was a successful program which brought consistent and caring communication to families and students. This frequent monitoring of mental health and well-being was embraced by parents and staff. Student, parent, and staff surveys had expressed a dire need to continue with supporting students' social-emotional well-being as they return to school. Key features that GHC will actively put into place include: increasing counseling services and workshops for students, especially when returning to campus in the fall; partnering with Capturing Kids' Hearts to provide a series of professional development for teachers in order to address social-emotional learning in

the classroom; continuing the Family Connect program that started during distance learning as a strategy for maintaining personalized engagement between GHC and parents.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The implementation of distance learning served as considerable access for student responses and coordinated efforts with teachers within the classroom to gather feedback from students within a designated time frame. However, the parent responses and staff responses dipped from previous years. This could be the reflection of online fatigue and/or the overuse of multiple platforms for stakeholder feedback.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Subsidizing students reduced meal expenses for eligible low income students.

GHC Provided Additional support for qualified Socio-Economically Disadvantaged students and families and for Foster Youth providing that all eligible reduced meals incur no costs and ensures that all students have access to basic nutritional needs. Providing subsidized meals will support both Socio-Economically Disadvantaged and Foster Youth with nutritious meals to curb obstacles regarding nutrition and academics. The program was a success in the community with a significant increase in the distribution of meals to the community throughout the year. The meal options created by staff were fresh and innovative.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Continuity of Learning	Preparation for return of students to campus - facility preparations to include shade structures, HVAC project, air filters and outdoor furniture.	850,000	$996,962	N
Distance Learning Program	Update staff laptops to better serve the needs of working remotely and distance learning requirements. (UPDATE SUPPLIES FOR STAFF ABOVE LAPTOPS, IE CAMERAS)	250,000	$552,736	n
Increased or improved Services	A wide range of school staff, including administrators, teachers, Special Education coordinator, bilingual instructional aides, case managers, and support staff will be taking a targeted approach for outreach and support of our English Language learners, students with special needs, foster/homeless youth and low-income students.	5,829,805	$5,868,397	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Budget and estimated expenditure differences can be explained primarily through the initial implementation of distance learning, the implementation of on-site cohorted students with the highest need and the return to school transition which addressed new legislation, county health guidance and recommendations, staffing adjustments, facility preparation and the increased attention on social emotional support and learning. Additional costs reflect the need for materials and training for returning students to school which included broadcasting and the need for additional cameras, laptops and supplies; additional staff and paraprofessionals; ensuring a safe campus.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The pandemic forced the increased access to rigorous, engaging, and challenging coursework through an online platform. The transition to teaching online required departments to focus on common essential skills that articulate within the discipline. Streamlining curriculum while focusing on maintaining a nurturing and understanding community and allowing opportunities for students to demonstrate and apply content and receive timely feedback allowed for identifying what strategies and approaches to learning will continue in the 2021-22 year. The 2021-24 LCAP reflects the school leadership, staff, parent, and student collaboration and feedback

around what worked during the pandemic and can be applied to the successful reopening of school as well as what elements need to be refined.

With the unprecedented closure of schools as a result of the Covid-19 pandemic and the civil unrest that concurrently took place in society, Granada Hills Charter recognizes the importance of providing students with additional resources and supports to address social-emotional needs and challenges as on-campus learning resumes and accelerated learning occurs to mitigate learning loss. Student, parent, and staff surveys repeatedly call attention to the need to address social-emotional learning as a key lever to re-introducing students to the school community, particularly for our most vulnerable students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The mitigating learning loss programs implemented during the 2020-21 school year will continue into the new LCAP three year cycle. These programs were designed to address gaps and accelerate learning with clear systems to monitor growth and proficiency. Internal and external assessments (NWEA and common department benchmarks) are key pieces in monitoring student performance. Continued equity audits on discipline referrals and attendance will also help to determine intervention on school climate. The programs were also designed to address equity within the curriculum and instruction, social emotional learning and authentic assessments. Addressing these key areas and focusing on pupils with unique learning needs, professional development for the 2021-22 year is designed for personalization and differentiation with targeted and transparent outcomes aligned with school goals.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Budget and estimated expenditure differences can be explained primarily through the initial implementation of distance learning, the implementation of on-site cohorted students with the highest need and the return to school transition which addressed new legislation, county health guidance and recommendations, staffing adjustments, facility preparation and the increased attention on social emotional support and learning.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

GHC recognizes the pandemic has disproportionately impacted students and families already experiencing instability and inequitable outcomes, this includes our English language Learners, Foster/Homeless youth, and students eligible for free/reduced meals. GHC, has therefore, made a concerted effort to ensure more equitable access and outcomes for all of our students as a key factor driving the identified goals in the 2021-2024 Local Control Accountability Plan. The implementation of distance learning in the spring of 2020, with all students having access to the internet with a school issued chromebook, continued access to robust course offerings, curriculum and instruction as well as flexible schedules gave GHC the opportunity to collectively respond and lay a foundation that allowed all students to thrive in 2020-21. This foundation will be built upon throughout the summer transition programs and summer offerings prefacing the 2021-22 academic year.

With targeted and consistent and continued feedback from all stakeholders, GHC was able to implement a distance learning program in the fall of 2020 which addressed the articulated need for more transparency within each course, an agreed upon schedule allowing for daily intervention for our identified subgroups, a schedule which is designed for a smoother transition to in-person learning which is the goal, and access to all course offerings, community building engagement, enrichment and intervention. During the spring of 2021, GHC was able to successfully and safely bring cohorted students back to campus for enrichment and intervention. This facilitation of returning students to school will be a fluid process as GHC brings greater numbers of students back in the fall while still providing rigorous distance and on campus learning options for families.

Though GHC has successfully navigated the pandemic with overall student performance that indicates students are meeting proficiency and/or making gains toward proficiency, there are areas that have been identified which need improvement and refinement. These areas include existing systems designed to offer the greatest access and equity, improved content-area common formative assessments, homework policy and expectations, improving sub-group performance on state indicators,standards based and mastery based grading, differentiation and personalized instruction, and authentic assessments.

The key features of this year's LCAP focuses on continued and new goals and actions enacted within the TK-8 program and the 9-12 program, with a focus on the following areas: Pupil Achievement & Outcomes; Community, Climate, and Engagement; Social-Emotional Learning, and Equity. Additionally, both programs will continue to address and support Basic Services and Conditions of Learning, including implementation of state standards, facilities maintenance, and appropriate credentialing and placement of teachers.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

· If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

· Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education

January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Granada Hills Charter High	Frank Tarczynski Interim Administrative Director, Instruction	franktarczynski@ghctk12.com 818.360.2361 ext. 464

Plan Summary 2021-2024

General Information

A description of the LEA, its schools, and its students.

GENERAL OVERVIEW:

As of the 2020-21 school year, Granada Hills Charter (GHC) is in its eighteenth year as an independent charter school and is one of the leading comprehensive public TK-12 schools in Los Angeles and in the state. The Granada Hills Charter educational program continues on the trajectory of ensuring all students become college and career ready with embedded social emotional support. The Governing Board continues to address established school goals which are developed with written input from all stakeholder groups; refined and approved through stakeholder committee meetings and the school leadership team. Understanding the needs of our students and implementing systems and strategies to immediately address those needs is a continual process throughout the year. GHC received a five-year renewal in 2019 from the Los Angeles Unified School District, our charter authorizer and we were recognized by the LAUSD Charter Division in 2020 for maintaining a financially sound budget and transparent fiscal policies as well as being recognized for our strong Student Achievement and Educational Performance and Governance. Our GHC program prepares students for college and career which begins with transitional kindergarten. GHC's strong academic programs complemented by a strong business and operations model is the hallmark of Granada Hills Charter's success.

ACADEMIC PROGRAMS:

GHC continues to maintain a fiscally sound budget while devoting considerable resources to 21st century instruction and the implementation of the Common Core Curriculum. Within the traditional instructional program GHC offers a variety of academic programs for student selection; Humanitas/New Media, Global Business and Finance, Science, Technology, Engineering and Mathematics, Granada Guaranteed Curriculum and iGranada. Granada is one of a few schools in the Los Angeles area recognized as an International Baccalaureate World School providing student access to the International Baccalaureate Diploma Program. The IB - Middle Years Program is providing a solid foundation for students transitioning to the 9-12 program. Granada's Advanced Placement Capstone Program, which was implemented in 2015, is an established leader for the national program with GHC teachers as consultants and workshop facilitators for the organization. In addition to a traditional instructional program, the iGranada programs incorporate online and face-to-face instruction in an innovative approach. The iGranada Program serves students who need a flexible schedule while still offering a rigorous academic experience in an alternative NCAA approved blended instructional model. Throughout the academic programs students complete the A-G requirements with after school support and enrichment activities funded by school grants.

STUDENT POPULATION:

Granada Hills Charter's student population is extremely diverse with over 60 nationalities represented and approximately 40 languages other than English spoken at home. Granada Hills Charter attempts to achieve a stable student population that represents the racial and ethnic diversity of the territorial jurisdiction. Students can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment.

Present student demographics show a wide range of socio-economic, educational and cultural backgrounds. The 2020-21 student population of 5,462 consists of the following races/ethnicities: 40.75% percent Hispanic; 9.41% percent Filipino; 16.37% percent Asian; 4.19% percent Black/African American; 0.37% percent American Indian or Alaska Native; 0.48% percent Native Hawaiian or Other Pacific Islander; 25.47% percent White; 0.88% percent Multiple Ethnicities.

Over the last 10 years, the most significant change in student ethnic groups is an almost 10.0 percent (29.9 to 40.75 percent) increase in the Hispanic or Latino population. Currently, over 2,600 (48.29%) students are eligible for the National School Lunch Program ("Free or Reduced Meals"). The Special Education population is 480 (8.78%) and the English Learner population is 130 (2.45%).

RESPONSE TO COVID-19 PANDEMIC & 2020-2021 SCHOOL YEAR:

In response to the Covid-19 pandemic and California's Stay at Home Order, Granada Hills Charter closed school on March 16, 2020 and transitioned to a Distance Learning model (GHC Launch) for the remainder of the 2019-2020 school year. In July 2020, Governor Newsom extended the order for school closures until Los Angeles County is able to stay off of the state watchlist for at least 14 days. Under this directive, GHC opened the 2020-2021 school year in a Distance Learning model.

The Covid-19 pandemic and subsequent school closure impacted the delivery of essential services such as meal distribution, physical, behavioral, and mental health services and the ability to learn in a safe, supportive environment. The broader social and economic impact of the pandemic on communities has led to increased economic instability, unemployment, food insecurity, and trauma. This has been exacerbated for families and students within the school community who receive targeted supports that have been typically provided in-person to our Homeless/Foster youth, students with disabilities, English Language Learners, and our socioeconomically disadvantaged population. The pandemic also increased physical and social isolation from the school community, increasing the potential for trauma and negative social consequences.

For 2020-2021 GHC completed and submitted a Learning and Continuity Plan that identified the critical focus areas for the 2020-2021 school year and distance learning instruction: meeting the learning needs of all students, including English Learners and Students with Disabilities; providing for college and 21st Century career readiness; and increasing parent engagement with a focus on school climate. Historically, GHC students perform at high levels, as evidenced by the results on the Smarter Balanced Assessments and other internal and external assessments such as the Advanced Placements, International Baccalaureate, PSAT, SAT and ACT, and college readiness measures from 2018-19 and 2019-20 years, respectively. However, with the transition to distance learning and the suspension of the California Dashboard, GHC had to identify additional internal assessments in order to monitor student progress and identify areas for enrichment and intervention, with a focus on the struggling subgroups identified in the release of the CA Dashboard in December of 2019: English Learners, Students with Disabilities, Hispanics, Socioeconomically Disadvantaged and African American.

In developing the Learning Continuity Plan, GHC recognized the pandemic has disproportionately impacted students and families already experiencing instability and inequitable outcomes, this includes our English language Learners, Foster/Homeless youth, and students eligible for free/reduced meals. GHC, has therefore, made a concerted effort to ensure more equitable access and outcomes for all of our students. The implementation of distance learning in the spring of 2020, with all students having access to the internet with a school issued chromebook, continued access to robust course offerings, curriculum and instruction as well as flexible schedules gave GHC the opportunity to collectively respond and lay a foundation that allowed all students to thrive in 2020-21. Refinement of the GHC Launch program, guidelines provided by the state, feedback from all stakeholders, GHC was able to implement

a distance learning program in the fall of 2020 which addressed the articulated need for more transparency within each course, an agreed upon schedule allowing for daily intervention for our identified subgroups, a schedule which is designed for a smoother transition to in-person learning which is the goal, and access to all course offerings, community building engagement, enrichment and intervention.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Reviewing the data provided for 2019 on the California Dashboard (metrics for the 2020 CA Dashboard were suspended because of school closures due to Covid-19 pandemic) reveals the following areas of continued success at GHC:

ACADEMIC PERFORMANCE: The following state indicators found on the California Dashboard measure student achievement and performance on assessments under the California Accountability System: Career/College Indicator, English Language Arts, Mathematics, and English Learner Progress.

Career/College Indicator

71.5% (Blue) of all students are defined as "Prepared" on the College/Career Indicator, with the following sub-groups performing above standard on this indicator (Green or Blue): African American, Hispanic, Socioeconomically Disadvantaged, While, Asian, and Filipino. Performance on this indicator maintains the level of performance from 2018.

GHC is committed to increasing access to Career Technical Education pathways and courses. In 2018-19 there was a 29% increase from 2018 with more students accessing CTE courses. Additionally, students taking at least one AP or IB has seen a 44% increase since 2013. The implementation of our Coordination of Services Team (COST) has provided additional opportunities and a more cohesive, targeted approach to intervene for our highest at-risk students. Using the school's tiered interventions as a guide, COST improves the delivery of support services and increases collaboration among different departments. This streamlines the intervention process and enables the team to provide support services quickly (parent meeting, weekly check-in, behavior support, SST, 504/IEP referral, mental health).

English Language Arts

Overall performance on the ELA/Literacy Smarter Balanced Summative Assessment or California Alternative Assessment shows All Students performed 64.4 points above standard, placing in the Green tier for performance. The following sub-groups performed above standard on this indicator (Green or Blue): Filipino, Hispanic, Socioeconomically Disadvantaged, White, African-American, and Asian. Performance on this indicator maintains the level of performance from 2018.

Mathematics

Overall performance on the Mathematics Smarter Balanced Summative Assessment or California Alternative Assessment shows All Students performed 9.7 points above standard, placing in the Green tier for performance. The following sub-groups performed above standard on this indicator (Green or Blue): African-American, Socioeconomically Disadvantaged, White, Asian, Filipino. Performance on this indicator maintains the level of performance from 2018.

The implementation of our double block Algebra I for incoming students who were identified for additional intervention through the Summer Transition Academy using a diagnostic, NWEA score, course assessments throughout the three week session, as well as having a D or F in their previous math course.

English Learner Progress

As of 2019, 54.7% of English Learners at GHC are demonstrating progress towards English language proficiency as demonstrated on the English Language Proficiency Assessment for California.

GHC is committed to continuing our robust intervention program with the three tiered approach as the foundation and providing the targeted support for our EL and Students with Disabilities subgroups.

ACADEMIC ENGAGEMENT: The following state indicators found on the California Dashboard measures the percentage of students who receive a standard high school diploma from GHC.

Graduation Rate

For 2019, GHC had 95.2% graduation rate, an increase of 1.5% from the 2018 reporting and a change in tiers from Green to Blue. All student sub-groups (African-American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Asian, Filipino, and White) performed above standard (Green or Blue) on this indicator.

Targeted intervention focusing on students earning a D or F in one or more classes continues to trigger a tiered system of support. The intervention ensured unduplicated students needing additional academic support were identified and had an adult advocate on campus as well as English and Math instructional aides placed with teachers with a number of students needing additional support based on multiple data points. At each grading period, the Office of Instruction identified the struggling students and focused intervention based on need. Teachers, counselors and intervention coordinator collaborated and students were assigned an advocate based on need. Reducing the number of students earning a D or F in one or more courses was the goal which was aligned with the initial implementation of standards based grading as well as a deeper focus on instructional practice and differentiation. End of year results indicate that we gave subgroups improvement in socioeconomically disadvantaged and English Learners, yet we need to strive for consistency every semester as well as shift our structures in order to meet the needs of the Students with Disabilities.

CONDITIONS AND CLIMATE: The following state indicator found on the California Dashboard measures the % of students who have been suspended at least once during the school year.

Suspension Rate

For 2019, GHC 0.6% of students were suspended at least once, and performance on this indicator maintains the performance level for 2018. The following sub-groups performed above standard (Green or Blue) on this indicator: African-American, English Learners, Filipino, Socioeconomically Disadvantaged, Students with Disabilities, Asian, White, and students who are Two or More Races.

The Academic Mentor Program (AMP) is a dual mentorship/tutoring program focused on increasing the success of academically/socially at-risk freshman by training upperclassmen to provide "at risk 9th" grade students with direct and immediate in-class intervention through one-to-one and small group tutoring in collaboration with the classroom teacher. This support will allow for consistency within the middle to high school transition process which is initiated through the Summer Transition Academy.

Continued focus on the tiered implementation and intervention for identifying and advocating for struggling students will continue for 2020-2021 year with additional support:
- Link Crew which is a community based onboarding program for new students. Link Crew provides an opportunity for new students to connect with peer mentors and work with them on ways to engage in the school community while seeing continued success and support in their academic coursework.
- The Writing Center and Math Center and the Academic Mentor Program (AMP) will continue with recruitment and training over the 2019 summer. The Writing and Mather Center will continue to target the following student populations: Socioeconomically Disadvantaged/Low Income, African American,

English Learner, Students with Disabilities and Foster Youth student groups. Students who access the Math and Writing Centers will increase their proficiency in the respective disciplines. The metric for measuring impact on learning will be the percentage of students accessing the Math and Writing Center will demonstrate growth around proficiency on the NWEA during the spring assessment and final semester grades in their current year course.

Reviewing Internal Accountability Data during the 2020-2021 school year reveals the following areas of continued success at GHC:

A-G COMPLETION RATES(5 Yr): GHC tracks 5 years trends in A-G completion rates by sub-group: African-American, White, Asian, Hispanic, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

All student subgroups have shown growth in the percentage of graduates who complete the University of California's A-G course requirements, and Granada Hills Charter significantly outperforms neighboring and comparable schools, LAUSD, and California. Although the A-G completion rate decreased slightly during the 2019-20 school year with 78% of all students completing A-G requirements. This decrease was significantly less than many neighboring and similar schools. Teachers and counselors work to identify students who are at risk of not satisfying the A-G course requirements by earning a grade of C or higher. Each reporting period, teachers receive a list of students who are earning one D or F and provide targeted, subject specific support to help students successfully complete the course. Counselors work with students who have three or more D's or F's in a single reporting period. The Intervention Team works with students who have earned four or more D's or F's in a reporting period. Students with additional risk factors, such as attendance and behavioral incidents are referred to the Coordination of Services Team (COST) that meets every other week to develop intervention plans for specific students.

PERCENTAGE OF STUDENTS COMPLETING AT LEAST ONE AP or IB COURSE WITHIN FOUR YEARS: GHC tracks the percentage of students by sub-group who complete at least one AP or IB course within four years: African-American, White, Asian, Hispanic, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

GHC has made concerted efforts to increase the number of underrepresented minorities enrolling in advanced, college level courses. Over the past four years, the percentage of students completing at least one Advanced Placement or International Baccalaureate in all student subgroups has increased significantly. These efforts include targeted recruitment using standardized test scores, student grades, and teacher recommendations. Counselors identify students with strong academic potential and performance and provide students information about the benefits of advanced coursework. Department leadership works to help students find an AP or IB course that matches a student's interests and academic strengths. The percentage of students who earn at least one qualifying score on an AP or IB test has increased as well, with over 80% of test taking students earning at least one qualifying score each year.

POST-SECONDARY CHOICES AND COLLEGE ACCEPTANCE: All GHC students complete a senior exit survey as part of the senior clearance process. In this survey, students are asked about their post-Granada plans. College acceptance is verified with acceptance letters and followed up with comparison to the National Student Clearinghouse data once available. Since the class of 2010, 95-96% of GHC graduates return to college for their sophomore year, significantly outperforming California and the United States (both approximately 70%). Additional data from the class of 2012 indicates that 61% of GHC graduates complete a college degree within six years. GHC set a goal of 90% acceptance to two or four year college/university.

GRANADA HILLS CHARTER ASSESSMENT PROGRAM: In addition to the state mandated assessments in the California Assessment of Student Progress and Performance (CAASPP), Granada Hills Charter has developed an assessment program that balances externally produced assessments that are nationally recognized, valid, peer-reviewed and reliable with internally developed assessments. These assessments provide teachers and students with data and feedback that will guide instruction, enable the instructional teams to evaluate curriculum, academic resources, and the instructional program, and

provide measures of accountability to the larger GHC community. Results of all assessments are emailed to students and their families and are also made available on Home Access Center.

Preliminary Scholastic Aptitude Test (PSAT)

GHC administers the PSAT to all students in grades nine through eleven. Students in grade nine complete the PSAT 8/9, a modified version of the PSAT that uses fewer questions to assess the same skills and knowledge as the full PSAT. Students in grade ten and eleven complete the full PSAT. Data from this assessment is used to modify course curriculum, classroom instruction, and helps identify students who may be ready for advanced placement courses. Students in grade eleven also participate in the National Merit Scholarship competition. The score in parentheses indicates the college readiness benchmark determined by the College Board. As a result of the campus closure due to the COVID-19 pandemic, GHC was not able to administer the PSAT in October 2020. Additionally, GHC planned on administering the PSAT to students during the secondary date (January 26, 2021), but the LA County stay at home order also prevented that administration.

Over 92% of all students in grades 9-11 completed the PSAT or PSAT 8/9 with valid scores in October 2019 – the score for each year represents the average of all valid scores for that year. All student subgroups except English Learners (9-11), Students with Disabilities (9-11), African American (gr. 11) and Hispanic (gr. 11) exceeded the college readiness benchmark determined by the College Board. The one and two year growth scores are calculated using only students with valid scores for each testing year. A few notable increases and decreases: grade 10 English Learners demonstrated the highest level of growth in grade 10 with an increase of 48 points; Asian students had the highest growth over two years (+143 points), and African American students in grade 11 decreased slightly from grade 10 (-4 points). Students received their full score reports in December 2018. During the first day of the spring semester, students attended a special homeroom class and linked their College Board account to their Khan Academy account for access to a free customized SAT review program. Through the College and Career Office, Granada Hills Charter also offers several SAT preparation courses throughout the year.

Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) – Grades Nine and Ten

For the past seven years, Granada Hills Charter has administered the NWEA MAP to all students in grade nine during Summer Transition Academy, to students in grades nine and ten in February and towards the end of April. Results from this assessment are used for placement in math classes (pursuant to the board adopted mathematics placement policy), to guide the development of the grade nine English courses, and to improve instruction in all grade levels.

Students in all subgroups significantly outperformed the mid-year national medians scores in mathematics and reading for students in grades 9 and 10. On an individual level, we noticed that many students exhibited growth in mathematics and a slight decrease in reading scores, but this growth is usually within the RIT standard error for these assessments. The results from these assessments are used in conjunction with course grades, teacher input, and other test scores to identify students for intervention and support and for teachers to identify areas of academic strength and weaknesses. With the 2020-21 administration, we noticed that many students took much longer to complete the assessments.

Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) – Grades Six and Seven

In a typical year, Granada Hills Charter TK8 administers the NWEA MAP to all students in grade six three times per year and twice per year to students in the lower elementary grades. The results of these assessments are used to measure student achievement and to provide feedback on the effectiveness of the curriculum, interventions and other student supports.

All student subgroups significantly outperformed the national median RIT except English Learners in grade six - it should be noted that this student subgroup consists of a small number of students.

STAFF, PARENT, AND STUDENT SATISFACTION SURVEY (Teachers College) 2020-2021: Students, parents, and teachers were asked to complete a Teachers College survey that asked them to evaluate and provide feedback on Granada Hills Charter on the following: Academic Program, Relationships and Communication, Safety and Discipline, School Strengths, Opportunities for Improvement, and Social-Emotional Development.

Staff TK-8 & 9-12

Across many indicators, high school staff reported a positive experience teaching at GHC. A majority of staff believe GHC promotes academic success for all students. And almost 90% of staff believe that GHC treats all students with respect. More than 90% of teachers believe the TK-8 program sets high standards for academic performance and promotes learning for all students. All staff also believe the school provides a safe, professional learning environment for them and their students.

Parents TK-8 & 9-12

More than 90% agree that GHC holds high academic expectations and prepares their child for future schooling. Aslo, 90% of parents agree that the staff of GHC treats them with respect. 90% of parents agree their child in the TK-8 program is receiving a high quality education with a majority believing GHC provides a rigorous learning environment. Greater than 85% of parents agree the TK-8 program is a safe learning environment and decisions that are made are for the best interest of all stakeholders.

Students TK-8 & 9-12

Most students acknowledge the school's work to establish fair rules and a community built on respect. More than 85% of students believe the teachers and staff at GHC encourage students to work hard in school in order to be successful in college and life while also receiving support from adults when they need help with their learning. TK-8 students feel confident in the academic program with more than 97% of students believing they are receiving a high-quality education. Also, 99% of TK-8 students believe teachers and adults on campus give them a chance to take part in classroom activities and discussions.

TRANSITION TO ONLINE LEARNING:

GHC successfully modified integral components of its academic program including intervention and enrichment programs. Teachers and support staff successfully transitioned to an online learning system (Google Classroom) and all traditional methods of delivery of instruction, curriculum pacing, and assessments of student learning were re-designed and adapted for online access. Department leaders and grade level leaders created content hubs for teachers to access curriculum for their courses. These hubs and access to the instructional leadership for guidance and mentoring were targeted resources for the transition to distance learning.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Though GHC has an overall student performance that indicates students are successful, there are areas that we have identified need significant improvement.

<u>Improved Content-Area Common Formative Assessments</u>

All departments need to to implement common formative benchmarks which will measure student growth and incorporate areas of need identified in the Math and ELA SBAC claims. Time for Interdisciplinary planning and collaboration will be provided in order to monitor and reflect upon the implementation of universal instructional strategies that will target the focus areas identified on the CAASPP. Department alignment and vertical articulation is a focus. Determining measurable outcomes for each grade level or subject within the discipline and being transparent with the clear articulation will benefit all students in the proficiency and growth within the subject.

<u>Homework Policy and Expectations</u>

School climate and a focus on the purpose of homework has been an identified area since 2017-18. Surveys given to students around homework and time spent on homework allowed the school leadership team in collaboration with school site committees to develop a homework goal which addresses how we measure academic performance and how homework impacts school climate.

<u>Improving Sub-Group Performance on State Indicators</u>

Based on local performance indicators GHC has identified student groups with identified areas of need of support both academically and behaviorally. Our African-American, English Learner, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic student groups within the graduation rate indicator have been identified as struggling subgroups in local performance assessments as well as state indicators. Through our positive behavior intervention and Coordination of Services Team, we are addressing the suspension rate indicator where our foster youth, English Learner, African American and Students with Disabilities student groups demonstrate a targeted need. Additionally, through the implementation of two stakeholder surveys which captured fall as well as spring data in order to see growth within one academic year, there was still a need to focus on differentiation and personalization in instruction to ensure the success of students and improving the overall school climate. Steps to address these areas of need are aligned with our focused professional development which will continue to address academic growth, equitable access and social emotional support.

<u>Standards-Based Grading, Differentiation and Personalized Instruction</u>

Refined common discipline specific benchmarks and the conversations with faculty to continually identify, through multiple internal and external data sources, the students with immediate need for our tiered intervention (academic and behavior) will continue to be key to seeing greater gains within one academic year. This process, in combination with our additional supports during the instructional day (Academic Mentor Program and Instructional Aides) as well as the additional supports provided after school (The Writing and Math Center and our Student Support Groups, Advanced ELD course), as well as the clearly defined steps for identification of the students in need will be the core of our intervention for the student groups identified through the LCFF Evaluation Rubrics as well as our local indicators.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features of this year's LCAP focuses on continued and new goals and actions enacted within the TK-8 program and the 9-12 program, with a focus on the following areas: Pupil Achievement & Outcomes; Community, Climate, and Engagement; Social-Emotional Learning, and Equity. Additionally, both programs will continue to address and support Basic Services and Conditions of Learning, including implementation of state standards, facilities maintenance, and appropriate credentialing and placement of teachers.

9-12 PROGRAM

Pupil Achievement & Outcomes

Student and parent surveys repeatedly show that GHC's current homework policy is not supportive of student learning, encourages imbalances between school and home responsibilities, and lacks consistency across teachers, departments, and programs. Key features that GHC will actively put into practice include: professional development and learning around the philosophy, research, and belief systems surrounding homework and its role in student learning and academic success; engaging with student focus groups by grade level and academic program to continually seek input and feedback on changes in policy and practice; and operationalizing the approved changes in policy and its impact on gradebook and coordinated assigning of homework.

Professional development focused on mastery-based learning and differentiated instructional approaches began in 2017-18 and will continue, universal instructional strategies, common benchmark assessments to monitor student growth, and opportunities for professional growth for staff.

Student Achievement and parent outreach will continue to be supported by an EL Coordinator, EL Counselor, and AHA Coordinator, a Foster Youth Counselor and Classified Assistant, and Core English, math and science adult Instructional Aides continue to serve our unduplicated population of students.

A three-tiered intervention system beginning with support for all students and moving to a targeted tier for at-risk students and then meeting the needs of, high-risk student will continue to be developed and supported by the following programs and interventions: targeted EL writing and math workshops; monitoring the D/F list in a-g courses for all students in all grades; Writing and Math Centers; Academic Mentor Program (AMP) with targeted placement for the mentors in English and Algebra I classes; the implementation of a Coordination of Services Team (COST); a double block Algebra I class; a comprehensive After Hours Activities (AHA) program including test prep sessions and tutoring; targeted support services for our unduplicated population of English Learners, Foster Youth and low-income students; continued implementation of Common Core State Standards and the additional support of EL students through Professional Development and ELD differentiated instruction.

Community, Climate, and Engagement

Student and parent surveys, in addition to grade distribution and gradebook analysis, yields the need to improve the grading system, considering both appropriateness of evaluation of student learning and instilling equitable and inclusive practices that meet the needs of every student. Key features that GHC will actively put into practice include: reviewing current grading practices and systems in GHC to surface potential gaps and challenges; gathering input and feedback from students, parents, and teachers on challenges with current grading practices; researching best practices in mastery-based grading practices and implementation strategies; and developing a monitoring system that appropriately measures the effectiveness of the new grading systems and its impact on local and state indicators of student achievement.

Parent Outreach and additional efforts with targeted parent workshops that focus on student access, success, and social-emotional support continue to be a key focus areas to engage low income, EL, RFEP, Foster Youth and Homeless families.

GHC will continue the subsidization of student reduced meal expenses, continued home internet access, 24/7 available online tutoring for all students

Social-Emotional Learning

Academic recovery and acceleration as a result of Covid-19 and the subsequent school closure has surfaced a high need for social-emotional learning support for students and staff. Student, parent, and staff surveys had expressed a dire need to support students' social-emotional well-being as they return to school. Key features that GHC will actively put into place include: increasing counseling services and workshops for students, especially when returning to campus in the fall; partnering with Capturing Kids' Hearts to provide a series of professional development for teachers in order to address social-emotional

learning in the classroom; continuing the Family Connect program that started during distance learning as a strategy for maintaining personalized engagement between GHC and parents.

<u>Equity</u>

GHC has been focusing on equitable and inclusive practices across its varied programs, including curriculum and instruction, assessment and grading, and student leadership and extracurricular activities. Key features that GHC will actively put into place include: continuing professional development on engaging in compassionate teacher-student relationships, uncovering and addressing implicit biases, and uncovering and addressing microaggressions; continue implementation of student modules that address equity and empowerment; increasing transparency of systems to allow for greater student voice, including building off of the model provided by the Black Student Union; and continuing equity audits of GHC systems and programs to address issues of equity and inclusion within the school climate, curriculum, instruction, and assessments.

TK-8 PROGRAM

<u>Pupil Achievement & Outcomes</u>

The TK-8 program will increase its capacity to provide meaningful, challenging, and innovative experiences for all students as the program continues to grow and more grade levels are added. Key features the TK-8 program will actively put into place include: providing all teachers with professional development in the International Baccalaureate program in order to engage every student in the inquiry-based model of teaching and to increase student agency; increasing opportunities for every student to participate in community service and outreach activities that provide real-world, interactive experiences; and, engaging departments and grade level teams to work collaboratively to ensure meaningful assignments and balanced workload expectations for homework.

<u>Community, Climate, and Engagement</u>

The TK-8 program will increase stakeholder engagement in the decision-making progress in order to build upon the strong foundation of active stakeholders in the school community. Key features the TK-8 program will actively put into place include: providing ongoing and varied opportunities for stakeholder feedback and engagement through surveys, the TK-8 Advisory Council, and the TK-8 PTSA; providing leadership opportunities for students through Student Council, TK-8 Advisory Council, and the TK-8 PTSA; providing opportunities for students to select community service projects and real-world learning experiences; and, providing a variety of opportunities for parents to volunteer to support academic and social-emotional growth of students.

<u>Social-Emotional Learning</u>

The TK-8 program will continue to create a nurturing classroom and positive school climate in order to support students and teachers transition back to school as well as to build upon the foundation already established. Key features the TK-8 program will actively put into place include: reviewing individual student data and profiles at transitional grade levels to ensure a seamless and successful learning continuum for every student; creating a homeroom/advisory period for all students in Grade 6-8 for greater individualized support and daily connection; providing professional development for teachers in Second Step through integrating social-emotional learning into the instructional program in order to build a culture of connectedness and empower students with tools for mental health and well-being; and, creating opportunities for cross-grade level connection to build school community.

<u>Equity</u>

The TK-8 program will continue to practice and promote equity and inclusion in order to access and opportunity for every student. Key features of the TK-8 program will actively put into place include: continuing with curriculum and training for all GHC staff on compassionate dialogue, implicit bias, and microaggressions; continuing with teacher-led professional development on equitable and inclusive representation in curricular materials through building

classroom libraries; and continuing equity audits of TK-8 systems and programs to address issues of equity and inclusion within the school climate, curriculum, instruction, and assessments.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Granada Hills Charter was not identified for CSI - therefore this prompt does not apply.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Granada Hills Charter was not identified for CSI - therefore this prompt does not apply.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Granada Hills Charter was not identified for CSI - therefore this prompt does not apply.

Stakeholder Engagement

Given the impact of the Covid-19 pandemic which resulted in the physical school closure on March 16, 2019, it was imperative that the school sought written stakeholder feedback regarding the implementation of the distance learning platform, identification of social and emotional needs and support, academic intervention as well as the continued access to food and technology. As the school closure continued into the 2020-2021 school year, engaging with all stakeholders remained a critical exercise in guiding the actions and decisions of the school.

A comprehensive survey of all stakeholders, prior to school closure, was compiled by Columbia University, Teachers College through the Survey Research Initiative on February 5, 2020. Additionally, another comprehensive survey of all stakeholders was compiled by Columbia University, Teachers College through the Survey Research Initiative on April 6, 2021.

GHC has been using the Possip platform for our parents over the last two years. This platform is delivered to parents by email or text messaging and it is in the home language of the parent/guardian. Parents/guardians can also respond in their home language and it will be translated in order to facilitate communication and address any issues, questions or concerns articulated by the parent/guardian.

Open-ended questions were targeted around the following: Food and Technology needs, Social-Emotional Health and Resources, GHC Launch Program (homework, instructional time, intervention), and Grading.

The GHC school leadership team met weekly during the Covid-19school closure for the TK-8 program and the 9-12 program. The leadership group is composed of all Department Chairs/Grade-Level Leads, Lead Counselor, ELL Coordinator, Special Education Chair and Administrative Team - Instruction. Variations of these teams met weekly and bi-weekly to address needs for instruction, teacher-student relationships, teacher-parent communications, assessments, social-emotional issues, after school programs, summer programs, and identifying supports and resources for struggling students, Students with Disabilities, English Learners, and high-risk students. During the GHC Launch in the Spring, we surveyed our teachers on the implementation of GHC Launch and asked for specific feedback for refinement. Chairs met with their respective departments and received feedback within the weekly meetings around identified issues with teacher access to technology, designing curriculum, technology tools for instructional implementation, homework and late work as well as attendance. Additional feedback from teachers came from our two summer programs (Summer Transition Academy and Summer School). Teachers implemented a universal Google Classroom Shell which was designed in response to parent and student feedback during the GHC Launch in Spring. The need for transparency and common expectations for posting lessons, accessing live sessions, retrieving assignments and finding due dates became evident during our spring implementation of distance learning. Therefore, professional development with a focus on streamlining Google Classroom was created and required for all staff. Efforts for stakeholder feedback with targeted questions around distance learning, equity training and access which informed the Learning Continuity Plan continued through fall.

Students are an essential stakeholder group and their feedback during GHC Launch around homework, access, grading, late work, anxiety and time management helped drive the development of the distance learning schedule, intervention and access to support for the 2020-21 year. Students were surveyed during the spring and summer.

GHC administers a survey from Teachers College Columbia University Survey Research Initiative to students, staff, and parents in an effort to gather data and feedback on six key areas: academic program, relationships and communication, safety and discipline, school strengths, opportunities for improvement,

and social-emotional development. GHC administered a survey prior to pandemic-related school closure on February 5, 2020. This data was used to inform the LCP. Another survey was administered through February of 2021 while the school was still in distance learning because of the pandemic-related school closures.

The following trends have been identified across both survey results:

STAFF TK-8:

- More time to plan, learn from each other, and observe as they grow;

- Solidify routines and systems;

- Addressing culture and relationship building as a result of distance learning.

STAFF 9-12:

- Would like to see more administrative presence in the classroom and opportunities for open communication to build community. More transparency around goal communicated with the staff;

- Encourage a more holistic teaching model, including college alternatives;

- Improve collaboration amongst teachers and increase PD participation that caters to teacher growth priorities;

- Themes for improvement - Substance abuse, low student credits, teen mental health and equity.

- Though distance learning was successful, most teachers are concerned about the mental and emotional health of their students as they return to school.

PARENTS TK-8:

- Would like to see additional extracurricular options and teaching modalities

- More transparent communication from administration and the school;

- Would like the school to help students build relationships with each other and their parents.

PARENTS 9-12:

- Consider expanding holistic and applicable life-skills courses to include finance, Social Emotional Learning, Cooking, stress management and accommodations for English Language Learners;

- Lessen the amount of homework given to promote a blanched lifestyle;

- Additional guidance from counselors for students, provide post-secondary alternatives to include various colleges and vocational paths

- Differentiation for all learners

- Address drug and alcohol use on campus;

- Themes focused on social-emotional development - rise in anxiety/depression, general apathy and motivation, missing traditional school experiences and culture.

STUDENTS TK-8:

- Would like opportunities to build relationships with their classmates and teachers; to feel more connected to the school community.

STUDENTS 9-12:

- Consider the pressure experienced and the workload assigned as they balance other priorities, multiple classes, and mental health

- Examine school regulations such as dress code, tardiness, policy, detention, phone possession, and whether they are carried out fairly and without biases

- Improve student access to technology for research

- Need increased awareness from teachers when students need personalized help in academics, and additional opportunities to improve

- Address school culture and peer and teacher relationships when school returns.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Consultations with stakeholders continue to support the plans in progress as identified in the LCAP. Leadership, School Site Council, Parent Advisory/Ambassador, ELAC, PTSA, faculty and informal parent meetings show unanimous support for the plans and programs in place, support for the transition to distance learning for the 2020-2021 school year, and the needs for student support as planned.

Goals and Actions

Goal

Goal #	Description
1	<u>Pupil Achievement and Outcomes</u> 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. <u>Aligned Priorities</u>: 1, 2, 4, 5, and 6

An explanation of why the LEA has developed this goal.

As the high school and TK-8 program shift from distance learning to on-campus learning, the administration, teachers, parents, and students recognize the need to adjust academic programs to meet the unique needs of students in the wake of the Covid-19 pandemic, including mitigating learning loss and building connections to the school. Both programs recognize that previous goals and systems will play a vital role in the recovery and acceleration of student learning. As such, Granada Hills Charter has identified six key actions that significantly influence pupil achievement and outcomes: Planning for High-Quality Instruction and College Guidance, Instructional Leadership Development, Internal Assessment System Development, Research-Based Pedagogy Professional Development, Differentiating Instruction for Students with Disabilities and English Learners, Interventions to Support Struggling and At-Risk Students, and CTE Programming and Professional Development. Lastly, the experience of distance learning has highlighted gaps in the academic and instructional program that need to be addressed in order to successfully transition students back to on-campus learning and urgently mitigate learning over the next three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

HS Academic Performance/DfS - Mathematics (SBAC)	**SUB-GROUP** / **2019** table below		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	**SUB-GROUP** / **2024** table below	

HS Academic Performance/DfS - Mathematics (SBAC)	SUB-GROUP	2019	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	SUB-GROUP	2024
	ALL STUDENTS	**9.7 Pts Below**				**ALL STUDENTS**	**At Standard**
	African-American	9.9 Pts Below				African-American	At Standard
	English Learners	114.4 Pts Below				English Learners	55 Pts Below
	Students with Disabilities	124.2 Pts Below				Students with Disabilities	60 Pts Below
	Socioeconomically Disadvantaged	8.7 Pts Below				Socioeconomically Disadvantaged	At Standard
	Filipino	32.9 Pts Above				Filipino	50 Pts Above
	Hispanic	29.7 Pts Below				Hispanic	15 Pts Below
	White	14.2 Pts Above				White	25 Pts Above
	Asian	87.8 Pts Above				Asian	100 Pts Above
	Two or More Races	23.7 Pts Below				Two or More Races	15 Pts Below
HS Academic Performance/DfS - English (SBAC)	SUB-GROUP	2019	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	SUB-GROUP	2024
	ALL STUDENTS	**64.6 Pts Above**				**ALL STUDENTS**	**75 Pts Above**
	African-American	65.3 Pts Above				African-American	75 Pts Above
	English Learners	43.8 Pts Below				English Learners	25 Pts Below
	Students with Disabilities	60.3 Pts Below				Students with Disabilities	40 Pts Below
	Socioeconomically Disadvantaged	49.8 Pts Above				Socioeconomically Disadvantaged	60 Pts Above
	Filipino	83.2 Pts Above				Filipino	100 Pts Above
	Hispanic	42.1 Pts Above				Hispanic	60 Pts Above
	White	63.4 Pts Above				White	75 Pts Above
	Asian	103.2 Pts Above				Asian	110 Pts Above
	Two or More Races	84.5 Pts Above				Two or More Races	100 Pts Above
TK-8 Academic Performance/DfS - Mathematics, Gr 3-8 (SBAC)	Baseline will be established 2021		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]		
TK-8 Academic Performance/DfS -	Baseline will be established 2021		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]		

English, Gr 3-8 (SBAC)					
Chronic Absenteeism TK-8	Baseline will be established 2021				Less than 4%
Chronic Absenteeism High School	<5%				Maintain or Decrease
College & Career Indicator (% Prepared)	SUB-GROUP / 2019 table below	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	SUB-GROUP / 2024 table below
Graduation Rate (% Graduated)	SUB-GROUP / 2019 table below	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	SUB-GROUP / 2024 table below
English Learner Progress Indicator (% Progress toward English Language Proficiency)	54.7% making progress towards English language proficiency	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	60% making progress towards English language proficiency
Classroom Observations/PD	30% of high school teachers implement				50% of high school teachers implement

College & Career Indicator (% Prepared) — 2019

SUB-GROUP	2019
ALL STUDENTS	71.5%
Foster Youth	2 Ss
African-American	65.9%
English Learners	34.6%
Students with Disabilities	12.7%
Socioeconomically Disadvantaged	66.7%
Filipino	79.5%
Hispanic	64.9%
White	68.6%
Asian	84.1%
Two or More Races	10 Ss

College & Career Indicator (% Prepared) — 2024

SUB-GROUP	2024
ALL STUDENTS	75%
Foster Youth	8 Ss
African-American	70%
English Learners	55%
Students with Disabilities	20%
Socioeconomically Disadvantaged	70%
Filipino	82%
Hispanic	70%
White	72%
Asian	88%
Two or More Races	12 Ss

Graduation Rate (% Graduated) — 2019

SUB-GROUP	2019
ALL STUDENTS	95.2%
Foster Youth	7 Ss
African-American	85.4%
English Learners	82.1%
Students with Disabilities	80.3%
Socioeconomically Disadvantaged	94.7%
Filipino	97.3%
Hispanic	94.9%
White	95.3%
Asian	97.2%
Two or More Races	10 Ss

Graduation Rate (% Graduated) — 2024

SUB-GROUP	2024
ALL STUDENTS	96%
Foster Youth	8 Ss
African-American	88%
English Learners	85%
Students with Disabilities	83%
Socioeconomically Disadvantaged	96%
Filipino	98%
Hispanic	96%
White	96%
Asian	98%
Two or More Races	12 Ss

				universal instructional strategies that target SBAC claims for intervention.
universal instructional strategies that target SBAC claims for intervention.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Planning for High-Quality Instruction	Working with teachers and instructional leaders to integrate key learnings and skills with using technology from distance learning with the principles of Understanding by Design in order to improve the quality of unit planning, lesson design, and differentiation while continuing to improve homework policy and implementation for both TK-8 and high school programs. Within the TK-8 program, all teachers will receive professional development in the inquiry-based model of teaching (International Baccalaureate) to increase student agency and to prepare students for success in the high school IB program. TK-12: Equitable Student Access to Technology, Computers, Labs, Training and Upgrades, Including Home Internet Access for Unduplicated Pupils in TK-12. TK-12: Online Curriculum Access and Supplemental programs TK-12: Data Processing and Collection: Including IT and SIS/CALPADS Staffing, SIS Provider and School Data Tools/Contracts 9-12: Professional Development on Implementing Understanding by Design and Differentiation.	$3,192,404	[Y]
2	Instructional Leadership Development	Research team composed of teachers and administration charged with understanding current instructional practices on campus and creating solutions that inform curriculum, instruction, and assessment related professional development and policy. 9-12: Innovation Team - professional development, resources, and materials.	$1,799,918	N
3	Internal Assessment System Development	Departments and grade levels will continue to create internal benchmarks that yield actionable data for improved planning and instruction; measure growth on school-identified SBAC claims and skills; align to NWEA and PSAT expectations; and, integrate with current progress monitoring systems such as grade distribution, D/F reports, etc. Concurrently, administration and teachers will engage in professional learning and research in order to standardized	$120,000	Y

		grading policy and practices that align to course and program expectations, assessment data, and college-level preparation. TK-12: Student Access to Growth, Diagnostic, and College Readiness Tools, PSAT, NWEA, Contracts/Fees, etc., Including Subsidizing of Test Fees (e.g. AP, IB and SAT/ACT) for the Unduplicated Population of Students. This action includes partnership with Digital Promise.		
4	Research-Based Pedagogy & Professional Development	Continued implementation of the agreed upon research-based, universal instructional strategies implemented in all disciplines and programs in 2019-20 that targets identified areas of need based on assessment data for intervention in ELA and Math, with a focus on subgroups across the TK-12 Program. TK-12: Teachers and Appropriate Staff Will Participate in 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 Testing; Specialized Training for Teachers of English Learners and RFEP with Application of SDAIE and ELD Instructional 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 Develop for Mitigating Learning Loss	$452,554	Y
5	Differentiating Instruction for Students with Disabilities, English Learners and additional identified students through consistent monitoring	Continue to provide professional development, resources, support for teachers in selected sheltered courses in ELA, History, and Math in order to address the identified needs of our English Learners: Math will continue to offer sheltered instruction in Geometry, Algebra I and Algebra II; ELA will continue to offer sheltered instruction in English 11; History will continue to offer sheltered instruction in US History. Additionally, both TK-8 and high school programs will continue to provide professional development, resources, and support for teachers in Advanced ELD courses. Lastly, the TK-8 program will continue to provide targeted support for English Learners as the program builds enrollment and capacity. Continue to provide professional development, resources, and support for teachers supporting Students with Disabilities across the high school program by structuring resources and skills classes as well as access to alternative course selection in order to provide more opportunity and intervention. Continue to follow the goals outlined in the Performance Indicator Review submitted to LAUSD and the state in 2019-20.	$10,114,059	Y

GHC has implemented the co-teaching model for almost a decade. The Special Education and Services Department works collaboratively with department and grade levels leaders from the TK-8 and the 9-12 program in order to ensure every individualized plan is implemented with fidelity and monitored for student growth over time. Professional development around curriculum and instruction is provided by the Special Education Department for all staff.

GHCs Special Education teachers, three who co-teach, and two who teach a self-contained math class (Special Day Program Geometry and Algebra 2) participate in weekly professional development with their general education peers who teach math.

Granada Hills Charter serves as a model site for Charter and L.A.U.S.D. schools. In addition, GHC teachers observe one another using the CTSS tool, which allows for a continuous improvement model. The CTSS identifies the core co-teaching competencies. Teaching teams can observe one another and then identify core competencies in which they want to improve. They support one another as individuals, teams, and as a school, thus providing an improved instructional program for our students who are at the highest risk.

GHC utilizes a variety of assessment tools when considering an educational program. Initially, when identifying/reassessing students with special needs, we use Woodcock-Johnson IV. Additionally, school-wide benchmark assessments, California Assessment of Student Progress and Performance (CAASPP) assessments are used for tracking progress towards student mastery. Each department has also developed common formative and summative assessments that include specific objective tests, written assignments, quizzes, and projects that reflect the math content standards. The administration of the NWEA occurs at least twice to three times per school year. Students in grades 9-11 in the Learning Lab classes complete the CAASPP interim assessments on a more frequent basis, both to improve students' familiarity with the testing interface and to provide feedback on specific standards.

9-12: Special Education Program Instructional Contract and District Fees, Contracted BII's, Full-Time Special Education Assistants, and Interpreters.

TK-12: Testing Services - Credentialed Testing Coordinator, Classified Testing

		Proctors and Materials and Supplies, also Includes Students to Provide for Appropriate Course Placement and Full Access to Support. EL Coordinator/Testing Coordinator will Conduct This Assessment 9-12: Co-Teaching Program for Math, Social Science, and Science Providing ELA and Math Intervention and Support for Underperforming Subgroups TK-12: Specialized Services and Targeted Support for Foster Youth and English Learnings: Transition Teacher to Support Foster Youth; Foster Youth Counselor (40%), AB 167 Support Transcript Evaluation, Course Placement, Advisement and Support; English Learning Counselor (40%); English Learner Coordinator/Case Carrier and Staff Development Assistant; English Learner Additional Resources: College Outreach, Field Trips, Transportation and Entrance Fees, English Learner Special Projects, Motivational Materials/Programs, Library and Instructional Materials for Support and Engagement; ESL Staffing of ESL 1, ESL 2, ESL 4, and ESL 4 (four teachers, two periods per day); Summer CELDT Testing of Incoming Students Providing for Early Identification of English Learner Students and Early Support; Additional Support Provided for TK-8.		
6	Interventions to Support Struggling and At-Risk Students	Continue a tiered intervention system using internal and external student achievement and engagement data to offer a variety of programs and services to students during the school year and in the summer, including: ELA and Math Intervention ensures students are placed into correct ELA and mathematics courses with appropriate academic supports, including a double blocking sections; The Writing Center and Math Center offers identified struggling and at-risk students 1:1 tutoring and small group instruction from specially trained instructional aides; AHA after-school tutoring for students who require additional support; Summer School Remediation courses in grades 6 -12 for students who earned a D or F in their A-G required coursework to recover credits through a three-week or six-week summer session; Summer Transition Academy for new students to participate in enrichment activities, academic intervention, and identification of skill levels through math and English diagnostics. Continue to design, build and provide professional development on intervention learning modules that focus on the key concepts/standards that students need to be successful in the failed course and subsequent courses. Additionally, continue the Coordination of Services Team (COST) to collaborate and address the students at the highest risk with an individually designed plan for intervention involving multiple offices and personnel.	$1,680,846	Y

		9-12: Part-Time Teaching Assistants for Core English, Math, and Science to Support CSS/NGSS and Targeted Tutoring for Low-Income, Foster Youth, and English Learners. 9-12: Summer School Remedial Support and Credit Retrieval for All Students Including Senior Boot Camp, Including Acellus-AB 167 Support and Summer School Accelerate Program and Student Online Curriculum Licenses 9-12: Summer Transition Academy (STA) to Provide for Incoming Student Assessment, Evaluation, Assistance, Intervention and Enrichment in ELA and Math as well as Acclimation to the High School Environment and School Expectations. Also includes Targeted STA Support (Summer Bridge) for English Learning Students in Support of ELA and Math, Academic Mentor Program, Math and Writing Center, Positive Behavior Support Intervention 9-12: Intervention Coordinator to Coordinate and Collaborate with Counseling and Other Support Staff to Oversee, Evaluate, and Implement Student Intervention and Support of All Underperforming Students: Low-Income Pupils, English Learners, Foster Youth, Redesignated Fluent English and Other Underperforming Subgroups. 9-12: After Hours Activities (AHA) Tutoring and Enrichment Support and Before and After School - 21st Century Assets Grant		
7	College Guidance and Support	All students will have access to a range of support and services to help ensure all coursework completed at GHC aligns to and fulfills requirements for high school graduation and to be best positioned to enroll in and be accepted to college, university, or trade school. 9-12: College and Career Counselors Staffing 9-12: College Readiness Assessment Tools and Program Assistance Including Naviance/Naviance PD, Parchment and Other Program Assistance Tools for Students Focus includes active outreach with local businesses to create partnerships which will include internship opportunities for students within the academic programs and career tech pathway offerings.	$541094	Y
8	CTE Programming and Professional Development	All students will have access to a diverse and robust Career Technical Education (CTE) programs and courses to provide college and career readiness. CTE Career Readiness: Student access to industry certification and scholarship assistance.	$1,142,140	N

| | | Provides student access to industry standard training and certification as well as access to competitions and scholarships in a variety of Career Technical Education fields, (e.g. Microsoft, HTML, Adobe, ASE-Automotive, ServeSafe-Food Services, SolidWorks-Engineering industry recognized certifications and access to Careers through Culinary Arts Program-C-CAP, NATEF and other competitions and scholarships). | | |
| | | 9-12: Supports, Classified Assistants, Equipment, Materials and Supplies, Field Trips and Professional Development and Specialized CTE Student Training and Certification Materials (ASE, ServeSafe, Certiport Contract: Microsoft Office, Adobe, HTML). Funding supplemented by Carl D. Perkins Grant. 9-12: Industry Standard Training, Materials and Licensure and Scholarship Assistance for Students (e.g. C-CAP, ASE, ServeSafe, Microsoft Office, HTML, JAVA and Adobe Certification). | | |

Goal Analysis [LCAP Year] To be completed in 2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal #	Description
2	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

An explanation of why the LEA has developed this goal.

Providing students and staff with a safe, nurturing campus while having access to the necessary resources and materials needed to facilitate instruction is critical to student success. With a large campus and a variety of academic and non-academic programs and courses offered, Granada Hills Charter must continue to maintain all of its physical resources and campus grounds while ensuring every teacher knows and is supported in implementing the appropriate content standards and frameworks for their course in order to achieve high levels of student outcomes. As such, Granada Hills Charter has identified four key actions to guide its work towards achieving this goal: Implementation of State Standards and Frameworks for Student Learning and Outcomes, Teacher Credentialing and Assignments, Building Students' Self-Advocacy and Efficacy, and Facilities Maintenance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCTC Records (Teacher Credentialing and Assignments)	100% of all teachers in TK-8 and high school programs are fully credentialed and appropriately placed per ESEA.(Current	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain

	CCTC records maintained.)				
Classroom Observations (Instructional Materials)	100% of all students in TK-8 and high school programs have access to standards- aligned instructional materials. (Annual School Accountability Report Card (SARC) Report.)	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain
Campus Observations (Facilities)	All TK-8 and high school facilities are maintained and in good condition. Daily spot checks and greater or equal to 90% compliance on-site inspections.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain
Classroom Observations / Documentation of Professional Development (Implementation of Learning Standards)	100% Implementation of appropriate content standards (CCSS/NGSS/CA Content Standards) in TK-8 and high school classes. 30% Building Resilience Professional Development in the fall for the high school program. 50% IB implementation for the TK-8.				100% Implementation of appropriate content standards (CCSS/NGSS/CA Content Standards) in TK-8 and high school classes. 50% Building Resilience Professional Development in the fall for the high school program. 80% IB implementation for the TK-8.
Classroom Observations / Documentation of	100% Implementation of CCSS for English Learners in TK-8 and high school classes.				Maintain

Professional Development (Implementation of Learning Standards for English Learners)					
Attendance and Enrollment for Summer Transition Academy (Access to a Broad Course of Study)	100% of all incoming Grade 9 students in high school will participate in Summer Transition Academy (Summer Bridge)				Maintain
Documentation of student participation in ELA intervention and enrichment activities, including summer school. (Access to a Broad Course of Study)	100% student access to ELA intervention, support services, enrichment and advanced placement.				Maintain
Documentation of student participation in Math intervention and enrichment activities, including summer school. (Access to a Broad Course of Study)	100% student access to Math intervention, support services, enrichment and advanced placement.				Maintain
Classroom Observation/PD/Course Placement (Instructional Materials)	100% of TK-8 students have access to CCSS-aligned ELA and Math materials.				Maintain

Actions

Action #	Title	Description	Total Funds	Contributing

1	Implementation of State Standards and Frameworks for Student Learning and Outcomes	Continued implementation of state standards and frameworks for student learning outcomes across all relevant courses, including Common Core State Standards for ELA/Literacy and Mathematics, California Standards for English Language Development, Next Generation Science Standards, and California Content Standards. Implementation is supported through annual professional development, including, but not limited to, backwards planning using the standards and frameworks, assessing student learning based on the standards, and differentiation of standards for students with disabilities and research-based instructional strategies for implementing the standards in the classroom. TK-8: 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. TK-8: General Professional Development will be provided for classified staff for school and job performance improvement. 9-12: 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. 9-12: General Professional Development will be provided for classified staff for school and job performance improvement.	$2,677,646	N
2	Teacher Credentialing and Teaching Assignments	Ensure every teacher is appropriately credentialed or enrolled in a credentialing program and is assigned the appropriate course based on credential. TK-8: Supervision and staffing of instructional programs, including credentialed teachers and administrators. 9-12: Supervision and staffing of instructional programs, including credentialed teachers and administrators.	$22,752,346	N
3	Building Students' Self-Advocacy and Efficacy	Provide professional development to all teachers on "Building Resilient Students," especially as the school returns to on-campus learning in the fall of 2021. TK-12: Professional Development, Materials, and Resources for "Building Resilient Learners"	$72,216	N
4	Facilities Maintenance, Food Program, Office Staff	Ensure facilities are properly maintained and follow all current standards and codes and free food services are provided for appropriate stakeholders. Ensure consistent communication from every office of the school to all stakeholders including regarding enrollment, discipline, attendance, activities, and program updates.	$18,388,392	N

| | | TK-8: Provide functional school facilities; custodial/maintenance, security, cafeteria staff, office staff, etc., and operations contracts/supplies, and cafeteria food supplies. TK-8: Increased student enrollment supports additional office staff in human resources, attendance, student activities, the Business Office and parent outreach. TK-8: Subsidize student reduced meal expenses

9-12: Provide functional school facilities; custodial/maintenance, security, cafeteria staff, office staff, etc., and operations contracts/supplies, and cafeteria food supplies. 9-12: Refinement systems supported the addition of office staff in (transcripts, counseling, human resources, attendance and activities). 9-12: Subsidize student reduced meal expenses | | |

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal Analysis [LCAP Year] To be completed in 2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

Goal #	Description
3	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

An explanation of why the LEA has developed this goal.

Granada Hills Charters serves an incredibly large and diverse student population and community. Ensuring stakeholders' voices are heard in the decision-making process is critical to building a sustainable and engaged community of students, parents, staff, and community members. Additionally, Granada recognizes the importance of creating an equitable and inclusive community that respects and validates the strengths and needs of every member of the school community. As such, Granada has identified three key actions to guide its engagement with all stakeholders: Student Engagement and Participation in School Community, Parent Engagement and Participation in School Community, and Equitable, Inclusive, and Safe School Climate for All Stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
TK-8 Student Satisfaction Survey (Pupil Engagement)	Academic Program: 97.3% Relationships & Communications: 88.3% Safety & Discipline: 95%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	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%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Academic Program: 93% Relationships & Communications: 83% Safety & Discipline: 85%
Suspension Rate (CA Dashboard)	<table><tr><th>SUB-GROUP</th><th>2019</th></tr><tr><td>ALL STUDENTS</td><td>0.6%</td></tr><tr><td>Foster Youth</td><td>15.4%</td></tr><tr><td>African-American</td><td>1.5%</td></tr><tr><td>English Learners</td><td>1.4%</td></tr><tr><td>Students with Disabilities</td><td>1.3%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>0.8%</td></tr><tr><td>Filipino</td><td>0.5%</td></tr><tr><td>Hispanic</td><td>0.8%</td></tr><tr><td>White</td><td>0.3%</td></tr><tr><td>Asian</td><td>0.5%</td></tr><tr><td>Two or More Races</td><td>0.0%</td></tr></table>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain or Decrease

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Engagement and Participation in School Community	Continue to provide ongoing and varied opportunities for students to provide feedback on school academics and culture as well as leadership opportunities within the TK-8 and high school programs. Provide students in TK-8 with leadership opportunities through community service and school site events organized through student voice and advocacy. Continue LINK Crew: Academic Mentor Program for incoming Freshman that focuses on social/emotional support and integration into the high school program. Additional staffing offers a lower teacher/student ratio which allows for	$6,448,432	Y

		increased opportunities to build community in the classroom, meet identified school goals and personalize instruction. TK-8: Materials and resources for developing community service opportunities for students. TK-8: Materials and resources for site-based events to develop leadership opportunities for students. TK-8: Discipline Deans Staffing TK-8: Attendance Personnel/Staffing TK-12: Activities and Outreach, 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. 9-12: Attendance Personnel/Staffing 9-12: Discipline Deans Staffing 9-12: Whole School Class-Size Reduction		
2	Parent Engagement and Participation in School Community	Provide ongoing and varied opportunities for parents to provide feedback on school academics and culture through surveys, advisory councils, PTSAs, and through volunteer opportunities to participate in school-wide events and workshops. TK-12: LCAP and Stakeholder Satisfaction Survey Development and Implementation Provided by Columbia University Teachers College and Possips; Contracts TK-8: Opportunities for parents and guardians to provide input and feedback on school decision-making and for providing opportunities for parents to actively engage in the school community. 9-12: Opportunities for parents and guardians to provide input and feedback on school decision-making and for providing opportunities for parents to actively engage in the school community.	$51,500	N
3	Equitable, Inclusive, and Safe School Climate for All Stakeholders	Continued school-to-family personalized communication by recruiting family and staff to make live connections with students and families at least one time per month for an average of 10-15 minutes per family.	$300,000	N

		9-12: Family Connect Program; Staffing, Materials, and Resources		

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

Goal #	Description
4	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

An explanation of why the LEA has developed this goal.

With the unprecedented closure of schools as a result of the Covid-19 pandemic and the civil unrest that concurrently took place in society, Granada Hills Charter recognizes the importance of providing students with additional resources and supports to address social-emotional needs and challenges as on-campus learning resumes and accelerated learning occurs to mitigate learning loss. Student, parent, and staff surveys repeatedly call attention to the need to address social-emotional learning as a key lever to re-introducing students to the school community, particularly for our most vulnerable students. As such, Granada has identified two key actions to address this vital need: Individualized Student Supports and Classroom Supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	SUB-GROUP / 2019 ALL STUDENTS 0.6% Foster Youth 15.4% African-American 1.5% English Learners 1.4% Students with Disabilities 1.3% Socioeconomically Disadvantaged 0.8% Filipino 0.5% Hispanic 0.8% White 0.3% Asian 0.5% Two or More Races 0.0%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain or Decrease
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
1	Individualized Student Supports	The TK-8 will support students' social-emotional learning by implementing a system for reviewing individual student data and profiles at key transitional grade levels (TK to K, K to First, Fifth to Sixth, Eighth to Ninth) to ensure a seamless and successful learning continuum; and, creating a homeroom/advisory period for all students in Grades 6-8 for greater individualized support and daily connection to teachers and school community. The high school program will continue offering psychological and mental health services for students displaying and/or experiencing social-emotional issues. <u>TK-8</u>: Resources, materials, and time for teachers to collaborate on developing a system and plan for supporting student transitions at key grade levels. <u>TK-8</u>: Materials and resources for implementing a homeroom/advisory period that provides individualized attention and support for students. <u>TK-8</u>: Staffing and Counseling Services <u>9-12</u>: Staffing and Counseling Services and Extended Counseling Hours <u>9-12</u>: Expanded student health and additional 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.	$2,195,916	Y
2	Classroom Supports	The TK-8 program will provide professional development for teachers in Second Step through integrating social-emotional learning into the instructional program in order to build a culture of connectedness and empower students with tools for mental health and well-being; and will also create opportunities for cross grade-level connection to build school community. <u>TK-8</u>: Partner with Second Step to provide professional development, resources, and materials to teachers. <u>TK-8</u>: Provided with a Grant from Parker Anderson for Providing Opportunities for Cross-Grade Level Connection to Build School Community	$24,072	N

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal Analysis [LCAP Year] To be completed in 2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

Goal #	Description
5	<u>Building an Equitable and Inclusive School Community</u> 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. <u>Aligned Priorities</u>: 2, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

As Granada Hills Charter continues to grow and the student population increasingly becomes more diverse, the school recognizes the need to understand, value, and respect the varied backgrounds, identities, and cultural backgrounds of its students, parents, and staff. As Granada Hill Charter's demographics continue to shift and more students of varied races/ethnicities enroll and more staff from different backgrounds are hired, the school knows it must maintain a healthy, equitable, inclusive culture that represents the best practices in education and society. As such, Granada Hills Charter has identified key actions

to guide this work which includes: Supplemental Curriculum and Engagement Activities, Professional Development and Learning and the examination of systems in place at the school site which might reveal inequitable access and opportunity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	70% of TK-8 and high school teachers demonstrate effective practices aligned to CSTPs 2.1 and 2.2
A-G Course Requirements (% Completed)	SUB-GROUP / 2020: ALL STUDENTS 78%; African-American 71%; English Learners 53%; Students with Disabilities 32%; Socioeconomically Disadvantaged 74%; Hispanic 69%; White 83%; Asian 94%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	SUB-GROUP / 2024: ALL STUDENTS 83%; African-American 76%; English Learners 58%; Students with Disabilities 37%; Socioeconomically Disadvantaged 79%; Hispanic 74%; White 88%; Asian 95%
Access to Advanced Coursework (% Completing at least 1 AP or IB course within 4 years)	SUB-GROUP / 2020: ALL STUDENTS 74%; African-American 62%; English Learners 44%; Students with Disabilities 12%; Socioeconomically Disadvantaged 71%; Hispanic 66%; White 72%; Asian 92%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	SUB-GROUP / 2024: ALL STUDENTS 77%; African-American 65%; English Learners 46%; Students with Disabilities 15%; Socioeconomically Disadvantaged 73%; Hispanic 69%; White 75%; Asian 93%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development and Learning (Curriculum and Assessment) including the continued collaboration with our diversity partner & Supplemental Curriculum Engagement Activities	Continue with curriculum and training for TK-12 staff on compassionate dialogue, implicit bias, and microaggressions; participante in an "Equity Learning Series." The TK-8 program will continue teacher-led professional development on equitable representation in curricular materials through building diverse classroom libraries. The high school program will partner with Digital Promise in designing, developing, facilitating, and evaluating a two phase professional learning and	$403,988	Y

| | | design experience on creating equitable competency-based assessments for all disciplines as well as implementing culturally responsive pedagogy using UDL, digital learning and the powerful use of technology. A partnership with EPOCH Education will also include the training and facilitation of the leadership team around choice and perspectives of texts and content which will be integrated into the curriculum within each discipline and grade level.
With our focus on race and implicit bias, we will engage students in grades 9-12 around equity with curriculum as well as conversations. Students will engage in equity modules and voluntarily participate in conversations around race which will be guided by trained staff.
<u>TK-8:</u> Professional development, resources, and materials for Equity Learning Series on equitable and inclusive instructional practices.
<u>TK-8:</u> Materials and resources for teacher-led professional development on building a diverse classroom library.
<u>9-12:</u> Professional development, resources, and materials for Equity Learning Series on equitable and inclusive instructional practices - EPOCH Education.
<u>9-12:</u> Partner with Digital Promise to provide professional development, resources, and materials to teachers.
<u>9-12:</u> 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. | | |

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal Analysis [LCAP Year] To be completed in 2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

[Respond here]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.25%	$6,694,655.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

The LCAP is a plan in progress which focuses on enhancing student achievement, closing the achievement gap and providing intervention and support for all students with a particular focus on Foster Youth, English Learners, and Socio-Economically Disadvantaged Students. Research and implementation of creative ways to engage and support students continues to be in progress with supplemental funding contributing to this key support specifically targeting our unduplicated population of students (English Learners, Socioeconomically Disadvantaged and Foster Youth). The following actions/services continue to be provided support to the unduplicated population of students:

Subsidizing students reduced meal expenses for eligible low income students.

Provides additional support for qualified Socio-Economically Disadvantaged students and families and for Foster Youth providing that all eligible reduced meals incur no costs and ensures that all students have access to basic nutritional needs. Providing subsidized meals will support both Socio-Economically Disadvantaged and Foster Youth with nutritious meals to curb obstacles regarding nutrition and academics.

Professional development for teachers and support staff on SDAIE strategies and ELD support and intervention

Ensures that the most current instructional strategies and approaches to teaching English Learners is embedded in all instructional programs. Supporting English Learners in all content areas and courses continues to be a focus GHC believes will help those students perform at the same level as their peers.

Additional Period 0 and 1 course offerings for preparation, support for student access to higher level courses and remediation.

Allows for unduplicated population students access to additional courses and class periods to build skills, access remediation, repeat courses as needed, complete prerequisites and/or access higher level, AP and IB coursework. This provides those students with the additional support needed as well as provided access to a schedule that benefits their needs.

Parent Communication and Outreach

Provides parent outreach, parent involvement and participation opportunities, school connectedness, student support resources, and identification of Socio-Economically Disadvantaged students and families of English Learners. Continued communication with the legal guardians of Foster Youth is also critical to understanding their specific needs and for building engagement in the school community.

Specialized support of identified EL, and foster youth students providing a Foster Youth Counselor, Transition Teacher and classified assistant and for EL students, an EL Coordinator, EL Counselor, EL Language Assistants, and ESL Staffing of highly qualified teachers as well as expanded resources for enrichment and student engagement materials and field trips, college visits, etc. Includes Summer CELDT testing of incoming students for EL identification.

Provides direct supplemental services and support for English Learners and Foster Youth students, including English as a Second Language (ESL) direct instruction and support for English Learners in ESL Level 1 through 4 and ELPAC testing which provides immediate evaluation and identification of English Learners to insure correct classroom/course placement, intervention and student support needs.

Expanded student health and mental health support for referral, suicide prevention and follow-up.

Provide for an additional nurse on site, full time psychiatrist and a full time social worker to ensure that Foster Youth, English Learners and Socio-economically Disadvantaged students have access to physical and emotional health support.

Student access to growth diagnostic and college readiness tools including subsidized AP/IB/SAT.

Provides additional assessment data beyond state testing for intervention, course and program placement, and college readiness indicators allowing greater determination of student progress and possible support needed. The course curriculum for AP and IB courses is aligned and influenced by the assessments for these courses. Subsidizing the cost of the test for the AP and IB program ensures that students have equal access to courses and no student is discouraged by the costs of the assessments. Additionally, this provides all students access to receive college credit if they earn a qualifying score on the assessment.

Equitable student access to computers, technology, training, online curriculum, resources and assessments.

GHCHS instructional practices have moved quickly into full use of advanced technology throughout the instructional program utilizing online instructional Common Core, NGSS and authentic materials and resources, developing Google Classrooms and accessing a variety of educational applications and tools in the classroom on a daily basis. Providing all students with Chromebooks, and home internet access for those in need, ensures that the unduplicated population of students have full equity and access to instructional materials and resources, teacher developed Google classrooms and student academic support.

Two Additional Administrative Directors

Facilitate the formation of representative innovation team and team norms which will address equitable access for students, with a targeted focus on the unduplicated student population. Study current GHC practices - grading, quality of planning, equitable curriculum, learning outcomes, questioning techniques. Use of quantitative (grade book analysis and text/topic selection analysis) and qualitative data (student focus groups and grand rounds) to determine specific problems within key areas and create actionable solutions.

College readiness tools and program assistance, including Naviance, (Naviance PD), Parchment.

The Naviance program is provided to encourage and support college and career readiness among the unduplicated population of students who based on GHCHS data have lower graduation and college acceptance rates. This program engages students in self-evaluation of college and career assessment, identification of interests and strengths and related career options and provides continuing support in planning and identifying courses and pathways to college readiness.

Support of part-time instructional aides for core English, math and science in support of the CCSS and targeted tutoring for low income, foster youth and English learners.

Providing adult instructional assistants in the classroom enables greater flexibility and support of differentiated instruction allowing for small student group study, individual one-on-one classroom tutoring and greater student attention and engagement in grade level core or foundational

English, math (algebra I, II and geometry) and science courses (biology, chemistry and physics). In addition, providing this support during the day and within the classroom environment has proven to be an advantage as many of our identified at-risk students do not voluntarily seek assistance within or outside the classroom. This action serves to support our identified lower performing subgroups, EL (and RFEP), foster youth and socioeconomically disadvantaged students which is also our unduplicated population of students.

Summer Transition Academy for incoming student assessment, evaluation, assistance, intervention and enrichment in ELA and Math including a targeted Summer Bridge Program for EL students.

Summer Transition Academy (STA) provides for early identification of at-risk, struggling RFEP and EL students, foster youth and low performing students greatly serving the unduplicated population. STA assists in correct fall course placement, provides immediate access to student support and enrichment, and promotes student acclimation to the high school environment.

Extended before, "gap period" Tuesdays and after school tutoring and enrichment, materials and supplies for student engagement and intervention.

Provides equity and access to extended services for tutoring and enrichment in a supervised, safe, and supportive environment to build student connectedness and student engagement.

Class Size Reduction.

Twenty-five additional teachers to lower class size in English and math. Lower class size provides an opportunity for teachers to differentiate for all unduplicated students in their classes when monitoring for intervention. Teachers collaborate with administrators based on diagnostic and internal assessment data disaggregated for unduplicated students in order to intervene within the classroom prior to the 6 week grades. Additional teachers allow the school to offer ESL 1 and 2 sections that can accommodate a class size with a minimum of eight students. It also provides availability in the master schedule for dedicated English and cohorted history and math courses for EL students.

Writing Center and Math Center.

Provides additional one to one tutoring after school for students identified by internal assessment and in collaboration with the teachers within the department for students who are struggling to meet proficiency.

Algebra I Double Block

Placement for incoming grade 9 based on Summer Transition Diagnostic, NWEA and teacher recommendation.

Dedicated English 11 / Cohorted Algebra I, Geometry, Algebra II, World History, U.S. History

Specific EL courses for students struggling to meet proficiency in English and math based on CAASPP, course grades, NWEA and designation.

Expenditure Tables

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location
1	1	Planning for High-Quality Instruction	All	NO			
1	2	Instructional Leadership Development	All	NO			
1	3	Internal Assessment System Development		NO			
1	4	Research-Based Pedagogy & Professional Development	Homeless, Foster Youth, Low Income, English learner (EL), Student with Disabilities (SWD)	YES	LEA-wide	English learner (EL)	All Schools
1	5	Differentiating Instruction for Students with Disabilities, English Learners and additional identified students through consistent monitoring	Student with Disabilities (SWD), English learner (EL)	YES	LEA-wide	English learner (EL)	All Schools
1	6	Interventions to Support Struggling and At-Risk Students	Low Income, Foster Youth, English learner (EL), Student with Disabilities (SWD)	YES	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Schools,Granada Hills Charter High School
1	7	College Guidance and Support	Student with Disabilities (SWD), Low Income, Foster Youth, English learner (EL), All	YES	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Schools,Granada Hills Charter High School
1	8	CTE Programming and Professional Development	All	NO			
2	1	Implementation of State Standards and Frameworks for Student Learning and Outcomes	All	NO			

2 2		Teacher Credentialing and Teaching Assignments	All	NO				
2 3		Building Students' Self-Advocacy and Efficacy	All	NO				
2 4		Facilities Maintenance, Food Program, Office Staff	All	NO				
3 1		Student Engagement and Participation in School Community	English learner (EL), Foster Youth, Homeless, Student with Disabilities (SWD), Low Income, All	YES	LEA-wide		Foster Youth, English learner (EL), Low Income	All Schools
3 2		Parent Engagement and Participation in School Community	All	NO				
3 3		Equitable, Inclusive, and Safe School Climate for All Stakeholders	All	NO				
4 1		Individualized Student Supports	Student with Disabilities (SWD), Homeless, Foster Youth, English learner (EL), All, Low Income	YES	Schoolwide		English learner (EL), Low Income, Foster Youth	Specific Schools,Granada Hills TK-8
4 2		Classroom Supports	All	NO				
5 1		Professional Development and Learning (Curriculum and Assessment) including the continued collaboration with our diversity partner & Supplemental Curriculum Engagement Activities	Student with Disabilities (SWD), All, English learner (EL), Homeless, Foster Youth, Low Income	YES	LEA-wide		English learner (EL), Foster Youth, Low Income	All Schools

Data Entry Table

Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Ongoing	$1,321,732.00	$1,870,672.00	$2,822,732.00	$329,672.00	$40,000.00	$0.00	$3,192,404.00
Ongoing	$1,799,918.00	$0.00	$1,799,918.00	$0.00	$0.00	$0.00	$1,799,918.00
Ongoing	$0.00	$120,000.00	$120,000.00	$0.00	$0.00	$0.00	$120,000.00

Ongoing	$452,554.00	$0.00	$149,227.00	$0.00	$0.00	$303,327.00	$452,554.00
Ongoing	$7,044,800.00	$3,069,259.00	$8,350,886.00	$3,000.00	$229,500.00	$1,530,673.00	$10,114,059.00
Ongoing	$1,601,630.00	$79,216.00	$1,398,074.00	$0.00	$0.00	$282,772.00	$1,680,846.00
Ongoing	$466,094.00	$75,000.00	$541,094.00	$0.00	$0.00	$0.00	$541,094.00
Ongoing	$720,566.00	$421,574.00	$765,462.00	$241,725.00	$0.00	$134,953.00	$1,142,140.00
Ongoing	$0.00	$2,677,646.00	$1,443,724.00	$1,233,622.00	$0.00	$300.00	$2,677,646.00
Ongoing	$21,890,884.00	$861,462.00	$21,586,846.00	$1,165,500.00	$0.00	$0.00	$22,752,346.00
Ongoing	$72,216.00	$0.00	$72,216.00	$0.00	$0.00	$0.00	$72,216.00
Ongoing	$8,468,418.00	$9,919,974.00	$11,062,886.00	$650,000.00	$1,459,922.00	$5,215,584.00	$18,388,392.00
Ongoing	$5,583,273.00	$855,689.00	$6,438,962.00	$0.00	$0.00		$6,438,962.00
Ongoing	$0.00	$60,970.00	$51,500.00	$0.00	$0.00	$9,470.00	$60,970.00
Ongoing	$300,000.00	$0.00	$300,000.00	$0.00	$0.00	$0.00	$300,000.00
Ongoing	$1,555,026.00	$640,890.00	$1,329,583.00	$0.00	$0.00	$866,333.00	$2,195,916.00
Ongoing	$24,072.00	$0.00	$24,072.00	$0.00	$0.00	$0.00	$24,072.00
Ongoing	$25,488.00	$378,500.00	$403,988.00	$0.00	$0.00	$0.00	$403,988.00

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$58,661,170.00	$3,623,519.00	$1729422.00	$8,343,412.00	$72,357,523.00	$51,326,671.00	$21,030,852.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Planning for High-Quality Instruction	All	$2,822,732.00	$329,672.00	$40,000.00	$0.00	$3,192,404.00
1	2	Instructional Leadership Development	All	$1,799,918.00	$0.00	$0.00	$0.00	$1,799,918.00
1	3	Internal Assessment System Development		$120,000.00	$0.00	$0.00	$0.00	$120,000.00
1	4	Research-Based Pedagogy & Professional Development	English learner (EL)	$149,227.00	$0.00	$0.00	$303,327.00	$452,554.00
1	5	Differentiating Instruction for Students with Disabilities, English Learners and additional identified students through consistent monitoring	English learner (EL)	$8,350,886.00	$3,000.00	$229,500.00	$1,530,673.00	$10,114,059.00
1	6	Interventions to Support Struggling and At-Risk Students	English learner (EL), Low Income, Foster Youth	$1,398,074.00	$0.00	$0.00	$282,772.00	$1,680,846.00
1	7	College Guidance and Support	English learner (EL), Low Income, Foster Youth	$541,094.00	$0.00	$0.00	$0.00	$541,094.00
1	8	CTE Programming and Professional Development	All	$765,462.00	$241,725.00	$0.00	$134,953.00	$1,142,140.00
2	1	Implementation of State Standards and Frameworks for Student Learning and Outcomes	All	$1,443,724.00	$1,233,622.00	$0.00	$300.00	$2,677,646.00
2	2	Teacher Credentialing and	All	$21,586,846.00	$1,165,500.00	$0.00	$0.00	$22,752,346.00

Goal	Action	Title	Student Group					Total
		Teaching Assignments						
2	3	Building Students' Self-Advocacy and Efficacy	All	$72,216.00	$0.00	$0.00	$0.00	$72,216.00
2	4	Facilities Maintenance, Food Program, Office Staff	All	$11,062,886.00	$650,000.00	$1,459,922.00	$5,215,584.00	$18,388,392.00
3	1	Student Engagement and Participation in School Community	Foster Youth, English learner (EL), Low Income	$6,438,962.00	$0.00	$0.00		$6,438,962.00
3	2	Parent Engagement and Participation in School Community	All	$51,500.00	$0.00	$0.00	$9,470.00	$60,970.00
3	3	Equitable, Inclusive, and Safe School Climate for All Stakeholders	All	$300,000.00	$0.00	$0.00	$0.00	$300,000.00
4	1	Individualized Student Supports	English learner (EL), Low Income, Foster Youth	$1,329,583.00	$0.00	$0.00	$866,333.00	$2,195,916.00
4	2	Classroom Supports	All	$24,072.00	$0.00	$0.00	$0.00	$24,072.00
5	1	Professional Development and Learning (Curriculum and Assessment) including the continued collaboration with our diversity partner & Supplemental Curriculum Engagement Activities	English learner (EL), Foster Youth, Low Income	$403,988.00	$0.00	$0.00	$0.00	$403,988.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$18,611,814.00	$21,827,419.00
LEA-wide Total:	$15,343,063.00	$17,409,563.00
Limited Total:		
Schoolwide Total:	$3,268,751.00	$4,417,856.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Research-Based Pedagogy & Professional Development	LEA-wide	English learner (EL)	All Schools	$149,227.00	$452,554.00
1	5	Differentiating Instruction for Students with Disabilities, English Learners and additional identified students through consistent monitoring	LEA-wide	English learner (EL)	All Schools	$8,350,886.00	$10,114,059.00
1	6	Interventions to Support Struggling and At-Risk Students	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Schools,Granada Hills Charter High School	$1,398,074.00	$1,680,846.00
1	7	College Guidance and Support	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Schools,Granada Hills Charter High School	$541,094.00	$541,094.00
3	1	Student Engagement and Participation in School Community	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$6,438,962.00	$6,438,962.00
4	1	Individualized Student Supports	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Schools,Granada Hills TK-8	$1,329,583.00	$2,195,916.00
5	1	Professional Development and Learning (Curriculum and Assessment) including the	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$403,988.00	$403,988.00

| | | continued collaboration with our diversity partner & Supplemental Curriculum Engagement Activities | | | | | | | |

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$1,012,978.00	$240,716.00	$0.00	$240,736.00	$0.00	$6,848,982.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Planning for High-Quality Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,192,404.00
1	3	Internal Assessment System Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$120,000.00
1	4	Research-Based Pedagogy & Professional Development	$0.00	$240,716.00	$0.00	$62,611.00	$0.00	$0.00	$452,554.00
1	5	Differentiating Instruction for Students with Disabilities, English Learners and additional identified students through consistent monitoring						$1,530,673.00	$10,114,059.00

1	6	Interventions to Support Struggling and At-Risk Students	$104,647.00			$178,125.00			$1,680,846.00
1	8	CTE Programming and Professional Development	$32,228.00	$0.00	$0.00	$0.00	$0.00	$102,725.00	$1,142,140.00
2	1	Implementation of State Standards and Frameworks for Student Learning and Outcomes	$300.00						$2,677,646.00
2	4	Facilities Maintenance, Food Program, Office Staff						$5,215,584.00	$18,388,392.00
3	2	Parent Engagement and Participation in School Community	$9,470.00						$60,970.00
4	1	Individualized Student Supports	$866,333.00						$2,195,916.00

Instructions

Plan Summary

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

·   **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

·   **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

· **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all

student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

  - **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

  - **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees.

School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

·   Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

·   Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

·   Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can

explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.