

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
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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, White, 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 Math 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. Also, 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.

Improved Content-Area Common Formative Assessments

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.

Homework Policy and Expectations

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.

Improving Sub-Group Performance on State Indicators

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.

Standards-Based Grading, Differentiation and Personalized Instruction

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 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.

Equity

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

Pupil Achievement & Outcomes

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.

Community, Climate, and Engagement

The TK-8 program will increase stakeholder engagement in the decision-making process 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.

Social-Emotional Learning

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.

Equity

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

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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-19 school 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.

A summary of the feedback provided by specific stakeholder groups.

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

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
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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)	<table border="1"> <thead> <tr> <th>SUB-GROUP</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>ALL STUDENTS</td> <td>71.5%</td> </tr> <tr> <td>Foster Youth</td> <td>2 Ss</td> </tr> <tr> <td>African-American</td> <td>65.9%</td> </tr> <tr> <td>English Learners</td> <td>34.6%</td> </tr> <tr> <td>Students with Disabilities</td> <td>12.7%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>66.7%</td> </tr> <tr> <td>Filipino</td> <td>79.5%</td> </tr> <tr> <td>Hispanic</td> <td>64.9%</td> </tr> <tr> <td>White</td> <td>68.6%</td> </tr> <tr> <td>Asian</td> <td>84.1%</td> </tr> <tr> <td>Two or More Races</td> <td>10 Ss</td> </tr> </tbody> </table>	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	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<table border="1"> <thead> <tr> <th>SUB-GROUP</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>ALL STUDENTS</td> <td>75%</td> </tr> <tr> <td>Foster Youth</td> <td>8 Ss</td> </tr> <tr> <td>African-American</td> <td>70%</td> </tr> <tr> <td>English Learners</td> <td>55%</td> </tr> <tr> <td>Students with Disabilities</td> <td>20%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>70%</td> </tr> <tr> <td>Filipino</td> <td>82%</td> </tr> <tr> <td>Hispanic</td> <td>70%</td> </tr> <tr> <td>White</td> <td>72%</td> </tr> <tr> <td>Asian</td> <td>88%</td> </tr> <tr> <td>Two or More Races</td> <td>12 Ss</td> </tr> </tbody> </table>	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
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English Learner Progress Indicator (% Progress toward)	54.7% making progress towards	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	60% making progress towards																																																

English Language Proficiency)	English language proficiency				English language proficiency
Classroom Observations/PD	30% of high school teachers implement universal instructional strategies that target SBAC claims for intervention.				50% of high school teachers implement universal instructional strategies that target SBAC claims for intervention.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Planning for High-Quality Instruction	<p>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.</p> <p><u>TK-12:</u> Equitable Student Access to Technology, Computers, Labs, Training and Upgrades, Including Home Internet Access for Unduplicated Pupils in TK-12.</p> <p><u>TK-12:</u> Online Curriculum Access and Supplemental programs</p> <p><u>TK-12:</u> Data Processing and Collection: Including IT and SIS/CALPADS Staffing, SIS Provider and School Data Tools/Contracts</p> <p><u>9-12:</u> Professional Development on Implementing Understanding by Design and Differentiation.</p>	\$3,192,404	[Y]
2	Instructional Leadership Development	<p>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.</p> <p><u>9-12:</u> Innovation Team - professional development, resources, and materials.</p>	\$1,799,918	N

3	Internal Assessment System Development	<p>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 grading policy and practices that align to course and program expectations, assessment data, and college-level preparation.</p> <p><u>TK-12:</u> 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.</p>	\$120,000	Y
4	Research-Based Pedagogy & Professional Development	<p>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.</p> <p><u>TK-12:</u> 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</p>	\$452,554	Y
5	Differentiating Instruction for Students with Disabilities, English Learners and additional identified students through consistent monitoring	<p>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</p>	\$10,114,059	Y

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.

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

		<p>frequent basis, both to improve students' familiarity with the testing interface and to provide feedback on specific standards.</p> <p><u>9-12:</u> Special Education Program Instructional Contract and District Fees, Contracted BII's, Full-Time Special Education Assistants, and Interpreters.</p> <p><u>TK-12:</u> 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</p> <p><u>9-12:</u> Co-Teaching Program for Math, Social Science, and Science Providing ELA and Math Intervention and Support for Underperforming Subgroups</p> <p><u>TK-12:</u> 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.</p>		
6	Interventions to Support Struggling and At-Risk Students	<p>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</p>	\$1,680,846	Y

		<p>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.</p> <p><u>9-12:</u> 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.</p> <p><u>9-12:</u> 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</p> <p><u>9-12:</u> 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</p> <p><u>9-12:</u> 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.</p> <p><u>9-12:</u> After Hours Activities (AHA) Tutoring and Enrichment Support and Before and After School - 21st Century Assets Grant</p>		
7	College Guidance and Support	<p>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.</p> <p><u>9-12:</u> College and Career Counselors Staffing</p> <p><u>9-12:</u> College Readiness Assessment Tools and Program Assistance Including Naviance/Naviance PD, Parchment and Other Program Assistance Tools for</p>	\$541094	Y

		<p>Students</p> <p>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.</p>		
8	CTE Programming and Professional Development	<p>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.</p> <p>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).</p> <p><u>9-12:</u> 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.</p> <p><u>9-12:</u> Industry Standard Training, Materials and Licensure and Scholarship Assistance for Students (e.g. C-CAP, ASE, ServeSafe, Microsoft Office, HTML, JAVA and Adobe Certification).</p>	\$1,142,140	N

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	<p><u>Basic Services and Conditions of Learning</u></p> <p>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.</p> <p><u>Aligned Priorities:</u> 1, 2, and 7</p>

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 CCTC records maintained.)	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain
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.				100% Implementation of appropriate content standards (CCSS/NGSS/CA Content Standards) in TK-8 and high school classes.

	<p>30% Building Resilience Professional Development in the fall for the high school program.</p> <p>50% IB implementation for the TK-8.</p>				<p>50% Building Resilience Professional Development in the fall for the high school program.</p> <p>80% IB implementation for the TK-8.</p>
<p>Classroom Observations / Documentation of Professional Development</p> <p>(Implementation of Learning Standards for English Learners)</p>	<p>100% Implementation of CCSS for English Learners in TK-8 and high school classes.</p>				<p>Maintain</p>
<p>Attendance and Enrollment for Summer Transition Academy</p> <p>(Access to a Broad Course of Study)</p>	<p>100% of all incoming Grade 9 students in high school will participate in Summer Transition Academy (Summer Bridge)</p>				<p>Maintain</p>
<p>Documentation of student participation in ELA intervention and enrichment activities, including summer school.</p> <p>(Access to a Broad Course of Study)</p>	<p>100% student access to ELA intervention, support services, enrichment and advanced placement.</p>				<p>Maintain</p>
<p>Documentation of student participation in Math intervention and enrichment</p>	<p>100% student access to Math intervention, support services,</p>				<p>Maintain</p>

activities, including summer school. (Access to a Broad Course of Study)	enrichment and advanced placement.				
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	<p>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.</p> <p><u>TK-8:</u> Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards, Next Generation Science Standards, CA Content Standards, and all relevant state frameworks for student learning and outcomes.</p> <p><u>TK-8:</u> General Professional Development will be provided for classified staff for school and job performance improvement.</p> <p><u>9-12:</u> Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards, Next Generation Science Standards, CA Content Standards, and all relevant state frameworks for student learning and outcomes.</p> <p><u>9-12:</u> General Professional Development will be provided for classified staff for school and job performance improvement.</p>	\$2,677,646	N

2	Teacher Credentialing and Teaching Assignments	<p>Ensure every teacher is appropriately credentialed or enrolled in a credentialing program and is assigned the appropriate course based on credential.</p> <p><u>TK-8:</u> Supervision and staffing of instructional programs, including credentialed teachers and administrators.</p> <p><u>9-12:</u> Supervision and staffing of instructional programs, including credentialed teachers and administrators.</p>	\$22,752,346	N
3	Building Students' Self-Advocacy and Efficacy	<p>Provide professional development to all teachers on "Building Resilient Students," especially as the school returns to on-campus learning in the fall of 2021.</p> <p><u>TK-12:</u> Professional Development, Materials, and Resources for "Building Resilient Learners"</p>	\$72,216	N
4	Facilities Maintenance, Food Program, Office Staff	<p>Ensure facilities are properly maintained and follow all current standards and codes and free food services are provided for appropriate stakeholders.</p> <p>Ensure consistent communication from every office of the school to all stakeholders including regarding enrollment, discipline, attendance, activities, and program updates.</p> <p><u>TK-8:</u> Provide functional school facilities; custodial/maintenance, security, cafeteria staff, office staff, etc., and operations contracts/supplies, and cafeteria food supplies.</p> <p><u>TK-8:</u> Increased student enrollment supports additional office staff in human resources, attendance, student activities, the Business Office and parent outreach.</p> <p><u>TK-8:</u> Subsidize student reduced meal expenses</p> <p><u>9-12:</u> Provide functional school facilities; custodial/maintenance, security, cafeteria staff, office staff, etc., and operations contracts/supplies, and cafeteria food supplies.</p> <p><u>9-12:</u> Refinement systems supported the addition of office staff in (transcripts, counseling, human resources, attendance and activities).</p> <p><u>9-12:</u> Subsidize student reduced meal expenses</p>	\$18,388,392	N

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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.

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

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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	<p><u>Parental Engagement, Student Engagement, and School Climate and Safety</u></p> <p>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.</p> <p><u>Aligned Priorities:</u> 3, 5, and 6</p>

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%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Academic Program: 93%

	Relationships & Communications: 78.3%				Relationships & Communications: 83%	
	Safety & Discipline: 79.8%				Safety & Discipline: 85%	
Suspension Rate (CA Dashboard)	SUB-GROUP	2019	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain or Decrease
	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%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Engagement and Participation in School Community	<p>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 increased opportunities to build community in the classroom, meet identified school goals and personalize instruction.</p> <p><u>TK-8:</u> Materials and resources for developing community service opportunities for students.</p> <p><u>TK-8:</u> Materials and resources for site-based events to develop leadership opportunities for students.</p>	\$6,448,432	Y

		<p><u>TK-8</u>: Discipline Deans Staffing</p> <p><u>TK-8</u>: Attendance Personnel/Staffing</p> <p><u>TK-12</u>: 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.</p> <p><u>9-12</u>: Attendance Personnel/Staffing</p> <p><u>9-12</u>: Discipline Deans Staffing</p> <p><u>9-12</u>: Whole School Class-Size Reduction</p>		
2	Parent Engagement and Participation in School Community	<p>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.</p> <p><u>TK-12</u>: LCAP and Stakeholder Satisfaction Survey Development and Implementation Provided by Columbia University Teachers College and Possips; Contracts</p> <p><u>TK-8</u>: 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.</p> <p><u>9-12</u>: 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.</p>	\$51,500	N
3	Equitable, Inclusive, and Safe School Climate for All Stakeholders	<p>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.</p> <p><u>9-12</u>: Family Connect Program; Staffing, Materials, and Resources</p>	\$300,000	N

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Goal Analysis [LCAP Year]

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Goal #	Description
4	<p><u>Supporting Students' Social-Emotional Learning and Needs</u></p> <p>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.</p> <p><u>Aligned Priorities:</u> 4, 5, and 6</p>

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																								
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Individualized Student Supports	<p>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.</p> <p>The high school program will continue offering psychological and mental health services for students displaying and/or experiencing social-emotional issues.</p> <p><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.</p> <p><u>TK-8:</u> Materials and resources for implementing a homeroom/advisory period that provides individualized attention and support for students.</p> <p><u>TK-8:</u> Staffing and Counseling Services</p> <p><u>9-12:</u> Staffing and Counseling Services and Extended Counseling Hours</p> <p><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.</p>	\$2,195,916	Y
2	Classroom Supports	<p>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.</p> <p><u>TK-8:</u> Partner with Second Step to provide professional development, resources, and materials to teachers.</p> <p><u>TK-8:</u> Provided with a Grant from Parker Anderson for Providing Opportunities for Cross-Grade Level Connection to Build School Community</p>	\$24,072	N

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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)	<table border="1"> <thead> <tr> <th>SUB-GROUP</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>ALL STUDENTS</td> <td>78%</td> </tr> <tr> <td>African-American</td> <td>71%</td> </tr> <tr> <td>English Learners</td> <td>53%</td> </tr> <tr> <td>Students with Disabilities</td> <td>32%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>74%</td> </tr> <tr> <td>Hispanic</td> <td>69%</td> </tr> <tr> <td>White</td> <td>83%</td> </tr> <tr> <td>Asian</td> <td>94%</td> </tr> </tbody> </table>	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]	<table border="1"> <thead> <tr> <th>SUB-GROUP</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>ALL STUDENTS</td> <td>83%</td> </tr> <tr> <td>African-American</td> <td>76%</td> </tr> <tr> <td>English Learners</td> <td>58%</td> </tr> <tr> <td>Students with Disabilities</td> <td>37%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>79%</td> </tr> <tr> <td>Hispanic</td> <td>74%</td> </tr> <tr> <td>White</td> <td>88%</td> </tr> <tr> <td>Asian</td> <td>95%</td> </tr> </tbody> </table>	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%
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development and Learning (Curriculum and Assessment) including the	Continue with curriculum and training for TK-12 staff on compassionate dialogue, implicit bias, and microaggressions; participate in an “Equity Learning Series.” The	\$403,988	Y

<p>continued collaboration with our diversity partner & Supplemental Curriculum Engagement Activities</p>	<p>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 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.</p> <p>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.</p> <p><u>TK-8:</u> Professional development, resources, and materials for Equity Learning Series on equitable and inclusive instructional practices.</p> <p><u>TK-8:</u> Materials and resources for teacher-led professional development on building a diverse classroom library.</p> <p><u>9-12:</u> Professional development, resources, and materials for Equity Learning Series on equitable and inclusive instructional practices - EPOCH Education.</p> <p><u>9-12:</u> Partner with Digital Promise to provide professional development, resources, and materials to teachers.</p> <p><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.</p>	
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[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]

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

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.

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

Services and Descriptions for specified subgroups are provided below.

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.