

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Granada Hills Charter

CDS Code: 19 64733 1933746

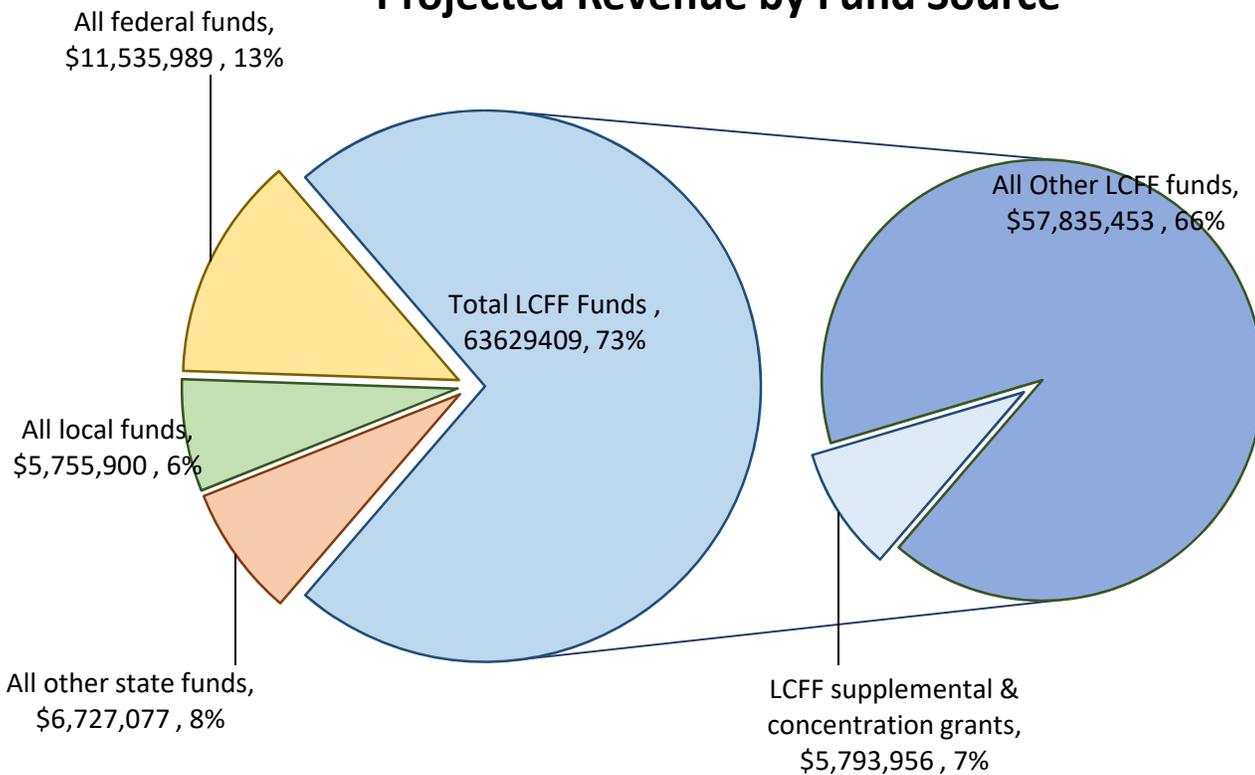
School Year: 2022 – 23

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

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

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

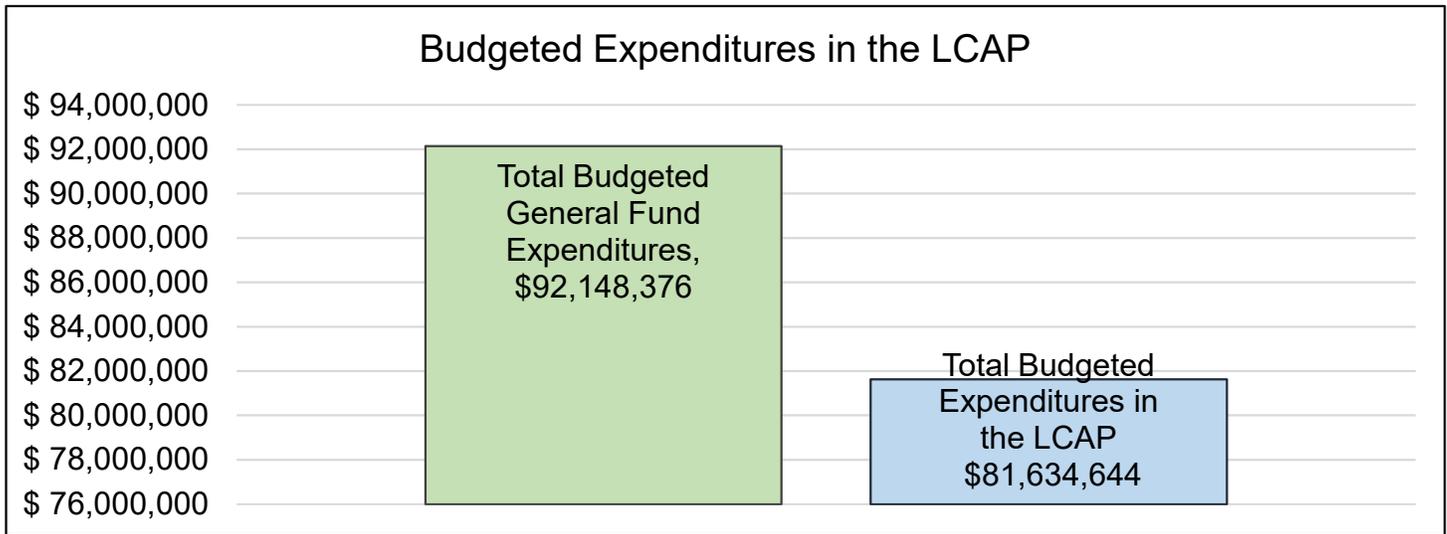


This chart shows the total general purpose revenue Granada Hills Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Granada Hills Charter is \$87,648,375.00, of which \$63,629,409.00 is Local Control Funding Formula (LCFF), \$6,727,077.00 is other state funds, \$5,755,900.00 is local funds, and \$11,535,989.00 is federal funds. Of the \$63,629,409.00 in LCFF Funds, \$5,793,956.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Granada Hills Charter plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Granada Hills Charter plans to spend \$92,148,376.00 for the 2022 – 23 school year. Of that amount, \$81,634,644.00 is tied to actions/services in the LCAP and \$10,513,732.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

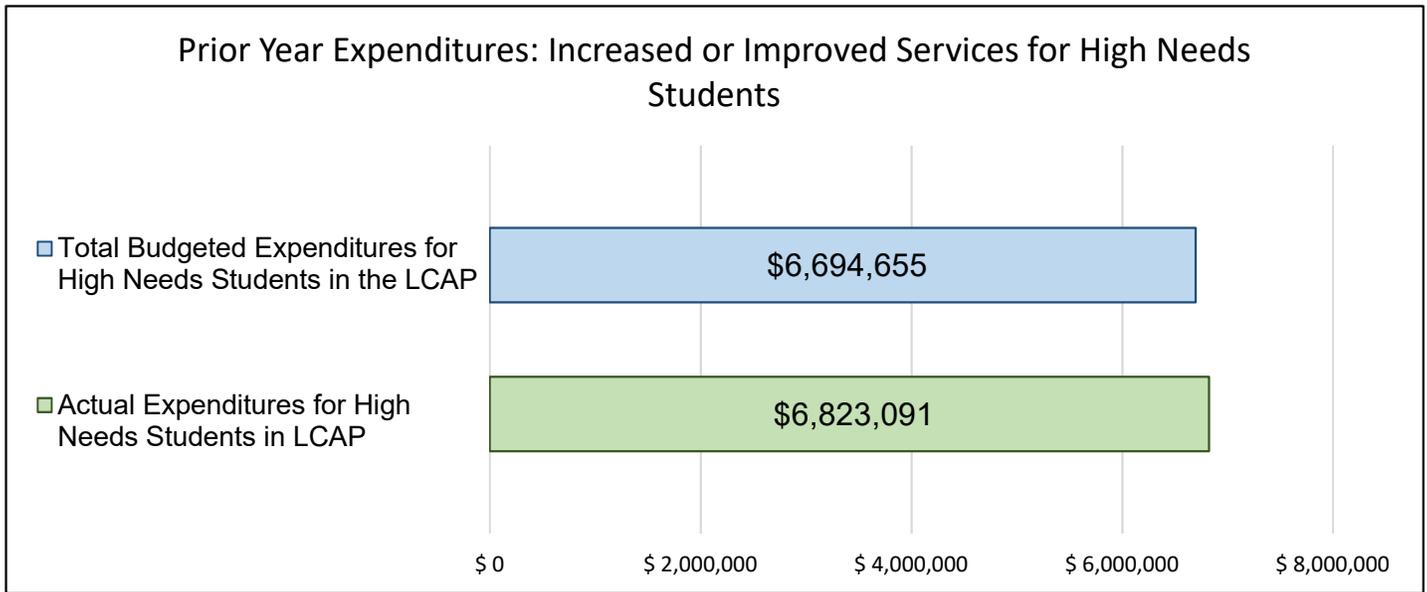
Expenses not captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the education program. Larger expenses not mentioned include district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Granada Hills Charter is projecting it will receive \$5,793,956.00 based on the enrollment of foster youth, English learner, and low-income students. Granada Hills Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Granada Hills Charter plans to spend \$6,086,600.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Granada Hills Charter's LCAP budgeted \$6,694,655.00 for planned actions to increase or improve services for high needs students. Granada Hills Charter actually spent \$6,823,091.00 for actions to increase or improve services for high needs students in 2021 – 22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title                                   | Email and Phone   |
|-------------------------------------|--|---|
| Granada Hills Charter               | Frank Tarczynski<br>Interim Administrator of Instruction | <a href="mailto:franktarczynski@ghctk12.com">franktarczynski@ghctk12.com</a><br>(818) 360-2361 ext. 464 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

**Educator Effectiveness Block Grant - approved by GHC Governing Board on Monday, December 13, 2021**

Schedule of engagement opportunities:

The following items detail the educational partners, structures, and dates of when meaningful engagement occurred.

- A presentation of the grant was presented to the English Learner Advisory Committee for input and feedback on Thursday, November 4. The committee provided the following meaningful feedback: the members of the committee were appreciative of the funds the school received and have no additional comments or questions on how the school should utilize the funds.
- A presentation of the grant was given to the GHC Governing Board for discussion on November 15. The governing board provided the following meaningful feedback: questions were asked about the duration of the grant and how GHC intends on spending the monies over that time.
- A presentation of the grant was given to the School Site Council for discussion on November 16. The council provided the following meaningful feedback: members asked how the monies will be monitored in alignment with student learning outcomes; members asked if the budgeted items are fixed amounts and/or percentages for the duration of the grant; members asked if they could receive a copy of the plan prior to the meeting to better inform their questions and inquiries; members asked how the previous EEF was monitored

and what the impact of that grant had on student learning outcomes; and, members asked if they could review the previous EEF expenditure plan.

- A presentation of the grant was given to the Operations Committee for discussion on November 17. The committee provided the following meaningful feedback: teachers asked how input and feedback for identified actions will be gathered and utilized.

- A presentation of the grant was given to the Curriculum and Instruction Committee for discussion on November 18. The committee provided the following meaningful feedback: teachers asked a clarifying question if monies from the grant have already been allocated to existing actions and strategies from other plans.

Opportunities for educational partner engagement that may take place in the future:

Currently, GHC plans to use January through June of 2022 reviewing data and seeking educational partner feedback on how best to allocate funds. Because the grant is to be applied to professional development and services, feedback will be sought from instructional leaders (department chairs, coaches, etc.), social workers, counselors, intervention coordinator, English Learner coordinator, Special Programs administration and teachers, etc. Feedback may take the form of meetings, surveys, or other forms of communication for seeking input. Additional conversations and opportunities for meaningful engagement will be conducted through committee meetings that best align to the allowable uses cited in the grant.

**A-G Improvement Grant** - *scheduled to be brought to GHC Governing Board for approval on Monday, March 28, 2022*

Schedule of engagement opportunities:

The following items detail the educational partners, structures, and dates of when meaningful engagement will occur.

English Learner Advisory Committee Meetings - January 20, February 17, and March 17

Student Services Committee Meetings - January 20, February 17, and March 17

Curriculum and Instruction Committee Meetings - January 19, February 16, and March 16

School Site Council - January 18, February 16, March 15

GHC Governing Board Meetings - February 7 (present), February 28 (discuss), March 28 (seeking approval)

Opportunities for educational partner engagement that may take place in the future:

The committee meetings listed above continue on throughout the remainder of the school year. Additional use and implementation of surveys and other feedback structures will be considered as the school develops the expenditure plan for this grant.

Seek meaningful engagement with Associated Student Body (ASB) and other student clubs and organizations to gather input and feedback from student body leadership.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Granada Hills Charter did not receive a concentration grant add-on; therefore, this prompt is not applicable.

Granada Hills Charter does not qualify for Concentration Grant funding under the Local Control Funding Formula. In order to qualify for Concentration grant funding, the unduplicated pupil percentage of targeted students must be at least 55%. The Granada Hills Charter 2021-22 Certified Fall 1 Unduplicated Pupil Percentage is 51%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

At the time of their disbursements, the following plans did not require GHC to submit an expenditure plan, which requires communication and engagement with education partners. However, during the pandemic and at the time of the disbursement of these funds, GHC actively engaged with their educational partners through Zoom or Google Meets, phone calls, emails, text messages, surveys, and standing committee meetings (when available).

- **Governor's Emergency Education Relief Fund (GEER)**
- **Elementary and Secondary School Emergency Relief Fund (ESSER I)**
- **Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) ESSER II**

#### GHC Governing Board Structure

During distance learning, and continuing into this school year, the GHC Governing Board met monthly and online. Additional emergency meetings were also held to address important and immediate matters.

#### Standing Meeting Structure

During distance learning, GHC held limited standing committee meetings: School Site Council, Operations Committee, Student Services Committee, Curriculum and Instruction committee, and English Learner Advisory Council.

#### Parent Teacher Student Association (for high school and for TK-8)

Meetings with the Parent Teacher Student Association for high school and with TK-8 continued to meet virtually throughout distance learning.

#### Leadership Meetings

Administration met multiple times per week throughout the duration of distance learning.

Instructional Leadership/Department Chairs held limited meetings throughout distance learning.

## American Rescue Plan (ARP) ESSER III

Link:

<https://resources.finalsite.net/images/v1644011322/ghchscom/jr9ccdntkiiuldf7sbje/esser-III-expenditure-plan-FINAL-REVISED.pdf>

GHC engaged in a meaningful consultation with our English Learner Advisory Committee (ELAC) on Thursday, September 30, 2021 by presenting an overview of the ESSER III Expenditure plan and actions the school is seeking to implement that address the needs of English Language Learners.

GHC engaged in a meaningful consultation with our Operations Committee on Wednesday, October 20, 2021 by presenting an overview of the ESSER III fund and reviewing the actions for each section.

GHC engaged in a meaningful consultation with our Curriculum and Instruction Committee on Thursday, October 21, 2021 by presenting an overview of the ESSER III fund and reviewing the actions for each section.

GHC engaged in a meaningful consultation with our Governing Board on Monday, October 11, 2021 by presenting an overview of the ESSER III fund, including the expenditure categories and requirements, engagement requirements, and sample of actions that are being considered for the inclusion.

The plan was brought to the Governing Board on Monday, October 27, 2021 for additional comments before motioning to vote on approving the ESSER III Expenditure plan.

GHC engaged in a meaningful consultation with our Parent Teacher Student Association (PTSA) on Wednesday, October 20, 2021 by presenting an overview of the ESSER III fund and reviewing the actions for each section. Committee members were given the opportunity to ask questions during the presentation.

GHC provides an opportunity for the public to comment on items on the GHC Governing Board agenda. The ESSER III Expenditure Plan was brought to the GHC Governing Board as agenda item #1 for the Monday, October 11, 2021 and Monday, October 27, 2021 meetings. The ESSER III Expenditure Plan also was made available for public review prior to both meetings.

GHC engaged in a meaningful consultation with our Administrative Director for Special Programs and other Administrative Directors of Instruction through weekly leadership meetings and monthly compliance meetings.

Though we serve students who have disabilities, GHC did not directly engage in meaningful conversations with advocacy organizations. GHC did engage in meaningful conversations with members of our Special Programs, Counseling, and Wellness Center, including school counselors, social workers, case managers, psychologists, and support providers.

GHC has a low population of homeless students, foster youth, migratory students, and incarcerated youth. Support and advocacy for these students are managed through the Wellness Center and Counseling. Discussions concerning how to provide support for these students were sought out.

## Expanded Learning Opportunities Grant

Link: [https://resources.finalsite.net/images/v1628810598/ghchscom/xzetxvbgwmbzbq2c9jr9/2021-2022\\_ELO\\_Plan.pdf](https://resources.finalsite.net/images/v1628810598/ghchscom/xzetxvbgwmbzbq2c9jr9/2021-2022_ELO_Plan.pdf)

Due to the nature of the pandemic, meetings with educational partners took place via Zoom and Google Meets during Standing Committee meetings every month, during PTSA online events, and through Parents through email, phone calls, GHC website postings and through Possip text message surveys.

## Additional Engagement Strategies

GHC uses two forms of surveys to collect data from its educational partners: an annual climate survey for students, parents, and staff and a weekly feedback survey completed by parents. The surveys provide GHC with short term and long term areas for improvement as well as helping GHC identify trends across its programs and systems. Used in tandem, both surveys provide GHC with an excellent opportunity to apply the one-time federal funds in order to meet the immediate needs of its educational partners.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

GHC maintains a robust COVID testing and contact tracing program that is fully aligned to the guidelines and expectations published by the Los Angeles Department of Health. To support and maintain continuity of learning and to provide a safe learning environment, GHC has implemented the following:

- Implemented a vaccine policy whereby all eligible-aged students, teachers, staff, and administrators must be fully vaccinated in order to learn, work, and visit either campus.
- The same policy extends to vendors and other non-school personnel.
- Weekly and bi-weekly PCR testing cadences for every student, teacher, and staff member.
- Updated air filtration systems aligned to health guidelines.
- Rapid tests in the event a student or staff member becomes ill while at school.
- Cleaning services and updated furniture to ensure clean surfaces.
- N95 masks for students and staff members.
- Additional 1:1 tutoring services and broadcasting services for students who are asked to quarantine.
- Contract campus security agency to support COVID daily check-ins and additional crowd control services.g

Below are the actions described in GHC's ESSER III Expenditure Plan with a brief explanation of each action's success and challenges experienced during implementation.

## Strategies for Continuous and Safe In-Person Learning

### Successes:

- Classroom Furniture - We partnered with a local company in order to have a quicker response time and customer service. Additional discussions have taken place during the Operations Committee meetings to identify specific needs.
- PPE - GHC acquired needed amounts of PPE for all students and staff in TK-8 and high school, including 15,000 medical grade masks and 2,200 KN95 masks. GHC is managing purchasing to maintain a minimum of a 60 day inventory.
- HVAC MERV 13 Filters - Created a monthly preventive maintenance schedule. Current supplies are 200 filters for high school and 75 filters for TK-8.
- Janitorial and Building Services - GHC partnered with CM Flooring, a CDC certified cleaning company to provide daily - Monday through Friday - after hours deep-cleaning of instructional and shared spaces. During the day, surface cleaning and monitoring is also performed. Additionally, GHC has several palettes of cleaning supplies.
- Vaccine Clinics - GHC hosted 2 summer clinics, 7 fall clinics, and a booster clinic in January. GHC also partners with a health care provider to offer walk up vax clinics during school registration. GHC also hosted staff vaccination clinics and 3 clinics for student vaccinations, assisting in having staff 100% vaccinated and a student population that is 100% vaccinated. In total over 1000 people (staff and students in both TK-8 and HS and family members and community members) have been vaccinated through GHC-hosted clinics.
- Science Equipment - GHC high school science department received all items in proper working condition with no missed items, delays in shipping, or damaged items. Departments created a sanitization schedule to ensure equipment is regularly cleaned, sanitized, and in working order.
- Parent Locker - We use Parent Locker as a screening and notification tool. The app has been effective in communicating COVID-related concerns and for managing student access to campus based on quarantine, testing, and vaccination status.

### Challenges:

- Classroom Furniture - Because of shipping delays, it's taking longer than expected to acquire furniture.
- HVAC MERV 13 Filters - Initially, filters were difficult to acquire. Additionally we are making sure we have the right technician and ensuring replacement schedule is maintained
- Vaccine Clinics - GHC experienced difficulty in staffing clinics (competing with other clinics, GHC personnel and clinic personnel) and predicting the number of people who will attend. We've encountered issues with sign-up procedures and messaging to community in addition to issues with the perceptions of vaccines. We've experienced running out of vaccines when more than anticipated number of people attended the clinic.

- Standing Sub-Coverage - Like most LEAs, Granada has had difficulty in identifying substitute teachers to cover classes during the 2021-2022 school year. While a small pool of substitutes were identified over the course of August and September, they were insufficient to cover the number of teachers who were absent on a daily basis. When Granada implemented a vaccine mandate for all staff in October, five teachers refused to comply with the mandate and were removed from their position, creating more strain on our capacity to cover classes. Most teachers needed to cover classes during their contractually open period, placing additional physical and mental strain on the teaching staff. At the start of the spring semester, two of the substitutes who worked for us in the fall began full time work outside education and no other substitutes have been found, yet, to replace them. In light of this need, made greater by the surge in COVID-19 cases, a list of all certificated personnel who are not in a classroom assignment was created and those personnel are being directed to cover classes on a limited basis.

#### Other:

- Chromebook Replacement - GHC is currently working with the tech department to develop a replacement and implementation plan. Monies are scheduled for use in 2022/2023 and 2023/2024.
- Computer Labs - currently working with the tech department and affected departments (Computer Science and VAPA) to develop a replacement plan; monies are scheduled for use in 2022/2023.
- Outdoor Furniture - initial conversations with Operations Committee, yet no action thus far; monies are scheduled for use in 2022/2023.

### **Addressing the Impact of Lost Instructional Time**

#### Successes:

- Varsity Tutors - At the mid year, GHC students in quarantine completed 1631 hours of tutoring out of 6000 total available hours. Students completing hours are able to catch-up with missing work and instructional support. GHC also extended Varsity Tutors to the TK-8 program to support math remediation.
- TK-8 Student Resource Center - Completed planning for how to use the space and program, including: identifying and purchasing curriculum, engaging in meaningful consultation with parents, cultivating teacher support, and identifying and purchasing supplemental materials.
- YMCA Play Program - Begun planning and logistics for partnering with YMCA.

#### Challenges:

- Varsity Tutors - GHC is troubleshooting strategies for how to address students who are scheduling tutoring sessions but either miss the sessions completely or are canceling sessions.
- TK-8 Student Resource Center - Because of the impact COVID has caused with shipping, GHC is still waiting to receive furniture. We are also having difficulty staffing the program with the appropriately credentialed staff members.

Other:

- Web-based Education Applications - Monies set aside for supplementing implementation will be applied starting 2022/2023.
- Summer Day Camp (TK-8) - Monies set aside for supplementing implementation will be applied starting 2022/2023.
- Wellness Center (high school) - Monies set aside for supplementing implementation will be applied starting 2022/2023.

**Use of Any Remaining Funds**

Successes:

- Finalsite Streaming Live Sporting and Other Events - GHC spent the fall determining how to implement the service, including reviewing critical technologies needed to support the system. The system will be available for spring sports and live events - three of five locations on campus will have cameras and systems ready for streaming: football stadium, Highlander Hall, and large gym.

Challenges:

- Finalsite Streaming Live Sporting and Other Events - ethernet issues/tech issues for two locations on campus (tennis courts and baseball fields) that make implementing the service and technology difficult in those areas of the campus; currently working with IT team to troubleshoot issue without needing to use additional costs for upgrades, construction, etc.

**Safe Return to In-Person Instruction and Continuity of Services Plan**

Date of Most Recent Update: 1/6/2022

Link to Plan on GHC's Website:

[https://resources.finalsite.net/images/v1641925185/ghchscom/ir73gpqga8mnoldytxft6/GHC\\_Safe\\_Return\\_To\\_Instruction\\_and\\_COVID-19\\_Safety\\_Plan.pdf](https://resources.finalsite.net/images/v1641925185/ghchscom/ir73gpqga8mnoldytxft6/GHC_Safe_Return_To_Instruction_and_COVID-19_Safety_Plan.pdf)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The following information details the actions identified in the ESSER III Expenditure Plan and their alignment with the actions identified in other plans, including the Local Control and Accountability Plan and the Expanded Learning Opportunities Grant Plan.

ESSER III Action Title: Tutoring

Action Description: GHC partnered with Varsity Tutors to provide 1:1 support to high school students who are required to quarantine because of a positive COVID-19 test or are asked to quarantine as a result of being a close contact to someone who tested positive for COVID-19. This is an extension of the normal tutoring services GHC offers, which is online and student-led.

Plan Alignment: LCAP, Goal #1 (Pupil Achievement and Outcomes), Action #6 (Interventions to Support Struggling and At-Risk Students)

Link to LCAP: <https://www.ghctk12.com/charter-governance/accountability-compliance-reports/lcap>

How does the action supplement the action in other plan(s)? GHC provides a variety of tutoring options – online only tutoring where students do not directly engage with a tutor; a writing and math center led by student tutors; and after school tutoring that is led by student tutors for all courses. Varsity Tutors provides a personalized and direct Tutor-to-Student service that includes a data-tracking platform and is specifically used for students who are asked to quarantine because of a positive COVID-19 test or because of contact tracing. This supplements the tutoring services GHC offers by providing students negatively impacted by COVID-19 to receive a greater, more personalized level of support than what the other tutoring services can offer; additionally, the data-tracking platform allows the school and teachers to monitor students' engagement and academic progress in order to deploy additional services and supports.

ESSER III Action Title: Web-based Education Applications

Action Description: To assist students and teachers during distance learning, GHC purchased a number of licenses for web-based education applications. As the school transitions to in-person programming, the students and teachers continue to use the applications to assist with learning loss and acceleration. High school applications include: Albert.io study aid for AP courses and tests, Learning by Doing, Peergrade, Parlay, Screencastify, PearDeck, Flipgrid, Padlet, Kami and Mote. TK-8 web-based applications include: IXL, Happy Numbers, Sora, Brainpop, MobyMax.

Plan Alignment: LCAP, Goal #1 (Pupil Achievement and Outcomes), Action #6 (Interventions to Support Struggling and At-Risk Students)

Link to LCAP: <https://www.ghctk12.com/charter-governance/accountability-compliance-reports/lcap>

How does the action supplement the action in other plan(s)? GHC offers a suite of web-based educational applications, but the ones addressed in this action were added at the start of the pandemic when the school switched to online learning. GHC is deciding to continue using these web-based applications as the school returns to in-person learning because the tools will be used during Broadcasting, when students have to quarantine but are able to remotely view and participate in their classes, and for students who transition to our independent study program. Additionally, teachers and students have found the tools useful during the previous school year and would like to continue the licenses that started during online learning to continue in order to access historical records, data, student work, and to ensure a seamless transition between online and in-person instruction.

ESSER III Action Title: Summer Day Camp (TK-8) - for implementation in the summer of 2023 and 2024.

Action Description: Three-week camp addressing social-emotional learning and math intervention and acceleration in partnership with YMCA and Mathnasium; Contracts with YMCA and Mathnasium; and, Campus Aides

Plan Alignment:

LCAP, Goal #1 (Pupil Achievement and Outcomes), Action #6 (Interventions to Support Struggling and At-Risk Students)

ELO - Supplemental Instruction and Support Strategies

Link to LCAP: <https://www.ghctk12.com/charter-governance/accountability-compliance-reports/lcap>

Link to ELO: [https://resources.finalsite.net/images/v1628810598/ghchscom/xzetxvbgwmbzbq2c9jr9/2021-2022\\_ELO\\_Plan.pdf](https://resources.finalsite.net/images/v1628810598/ghchscom/xzetxvbgwmbzbq2c9jr9/2021-2022_ELO_Plan.pdf)

How does the action supplement the action in other plan(s)? As GHC continues to grow and scale its k-8 program, the school has implemented a summer program to support students academically and social-emotionally. To support the development of the program, GHC partners with YMCA and Mathnasium for assistance and training. ESSER III funds will be used to supplement the services provided by YMCA and Mathnasium in the summer of SY22/23 and SY23/24 as we expect to see an increased need in academic and social-emotional support for students as a result of the COVID-19 pandemic.

GHC is using and coordinating the resources provided to address the academic and health and safety needs of the community by holding vaccine clinics that are open to students, their families, and members of the community. Sponsoring vaccine clinics helps the community GHC serves by providing access to the COVID-19 vaccine. Additionally, GHC partnered with Finalsite Streaming to live stream live events for parents and community members who are concerned about in-person gatherings. Providing access to on-campus, live events allows students, parents, and community members access to the event.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title   | Email and Phone   |
|-------------------------------------|--|---|
| Granada Hills Charter               | Frank Tarczynski<br>Interim Administrative Director of Instruction | (818) 360-2361 ext. 464<br><a href="mailto:franktarczynski@ghctk12.com">franktarczynski@ghctk12.com</a> |

## Plan Summary 2021-2022

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

#### GENERAL OVERVIEW

As of the 2021-22 school year, Granada Hills Charter (GHC) is in its nineteenth year as an independent charter school and is one of the leading comprehensive public TK-12 schools in Los Angeles and 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. In 2022, LAUSD Charter Division rated Granada Hills Charter a “4” in the Annual Performance-Based Oversight Visit report. 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 (STEM), 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 2021-2022 population of 5,552 students consists of the following races/ethnicities: 41% percent Hispanic; 26% percent Asian; 4% percent Black or African-American; 0.36% percent American Indian or Alaska Native; 0.49% percent Native Hawaiian or Other Pacific Islander; 25% percent White; 0.83% percent Multiple Ethnicities.

## Reflections: Successes

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

#### Covid Response

Student safety and student achievement continue to be the school's top priority. This year student safety focused on the safe return to in-person learning using the metrics such as vaccination rates, COVID positivity rate, and COVID safety policies. This included the implementation of a COVID Quarantine plan which includes broadcasting and free one-to-one virtual tutoring offered by Varsity Tutors and the implementation of a COVID Vaccination Policy for all staff and all age-eligible students to access in-person learning.

#### Capturing Kids' Hearts

This past summer, GHC began a partnership with Capturing Kids' Hearts (CKH). CKH is a whole-school program designed to improve school climate by focusing teachers and students on tools for building effective relationships. Our goal in building this partnership is the creation of warm, welcoming environments that set the stage for learning. In-person training was held for all staff members (both in and out of the classroom) before the start of school; and follow-up professional learning sessions provided to staff throughout the year. The rollout of this program is planned for the next three years.

#### SBAC Testing

The TK-8 and high school programs returned to in-person Smarter Balanced testing. Students in grades 3-8 and 11 completed the Smarter Balanced state assessments in English Language Arts and Mathematics with a completion rate of 98%. Students were able to take this adaptive test to identify areas of strength and areas requiring further development. Teachers will use these scores along with other formative and summative assessments to guide instruction and develop an appropriate program to support the needs of all students.

#### Wellness Center

GHC is committed to supporting the health and emotional well-being of its students. Through individualized and small-group services, students are able to access specialized mental health staff, social skills instruction, and social-emotional learning materials in a safe and supportive environment. The GHC TK-8 program has successfully implemented two sessions of social skills small group learning to students in grades TK-8. Additionally, students have been able to use the space to collaborate on projects, for mindfulness and relaxation, as well as a meeting space for mediations. Mental Health Services increased for the high school with the creation of a Wellness Center and the hiring of two additional social workers. The Wellness Center now houses three full-time social workers and one school psychologist. The Wellness Center has hosted several student and parent workshops since its inception, which include: Mental Health Awareness, Grief and Loss, Social Media and Mental Health, and over 60 classroom presentations on self-care, mental health psychoeducation, and positive communication strategies. The school social workers have also fostered additional community partnerships with Kaiser, Child and Family Guidance, and The OCD center of Los Angeles.

#### Understanding by Design (UbD) Learning Modules

As outlined in our LCAP, GHC will begin to focus on planning instruction, designing authentic assessments, and aligning student work and feedback to content standards, CCSS, and NGSS. In future modules, teachers will have opportunities to refine their understanding of UbD and to begin learning about UDL (Universal Design for Learning) and how it connects with UbD.

#### Teacher Self Care

Woven into professional development, teachers, and staff participated in Brain Power Wellness sessions. Brain Power Wellness teaches students, teachers, administrators physical and mental brain breaks, and social emotional wellness strategies that support a positive classroom atmosphere and create a sustainable, happy, healthy and focused school environment. These sessions provided staff the opportunity to learn stress management and self-care skills. Many of these skills can be shared with students.

## 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.

The high school will focus on the following needs for the 2022-2023 school year:

Continue to build a positive school climate:

- Relationships are prioritized
- Staff and students feel respected and nurtured
- A fun place to work and learn

Continue to develop instructional planning and practices:

- Clear goals and learning expectations are set and monitored

- Assessments align with goals and are appropriate for the content and developmental needs
- Lessons and units are designed to support student learning goals leading to assessment

Continue to develop student-centered classroom:

- Students are empowered in their learning
- Students work collaboratively to address authentic tasks
- Students engage with content and instruction through multiple modalities and perspectives

The TK-8 will focus on the following needs for the 2022-2023 school year:

- Continue working to embed the CCSS and NGSS into student-led units of inquiry aligned with the principles and practices of the International Baccalaureate
- Continue to facilitate action-oriented learning through community service
- Provide robust interactive experiences that promote intercultural understanding and appreciation
- Provide additional extended learning opportunities before and after school for all students

## 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 goals and actions focused on the following areas: Pupil Achievement & Outcomes; Community, Climate, and Engagement; Social-Emotional Learning, and Equity. Additionally, the school 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: implementing Canvas Learning Management System for streamlined online access and learning, which will also address homework, grading, and planning; professional development and learning around the philosophy, research, and belief systems surrounding school culture and climate; 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. Additionally, professional development will focus on the implementation of Canvas Learning Management System, Capturing Kids' Hearts, and Understanding by Design.

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

Though this has been put on pause for the 2021-2022 school, the high school program will resume work on improving 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, Foster Youth and Homeless families. The Family Connect program continues to show great promise with engaging families and that program will continue in the upcoming school year.

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

As expected, returning to in-person instruction 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

The high school 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; 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.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

GHC solicits and gathers input from educational partners throughout the year in a variety of ways:

- Weekly newsletters: The TK-8 and high school regularly publish newsletters to parents and guardians. Through this channel both programs are able to solicit feedback from parents on programs and policies related to the LCAP.
- Bi-weekly pulse checks for parents: GHC partnered with Possip surveys during distance learning to administer bi-weekly pulse checks that allow parents to provide feedback to the school on all matters from safety, instruction, events, policies, and programming. Feedback can be specific or general, but it allows both programs to know what is working and what needs to be improved.
- PTSA for TK-8 and high school: PTSA for TK-8 and high school routinely meet and parents provide feedback on the actions and strategies GHC is implementing. Each PTSA meeting has an administrator in attendance to collect information and disseminate as needed.
- English Learner Advisory Committee: The EL Coordinator holds several ELAC meetings per semester with parents of English Learners and English Learner students. The purpose of these meetings is to discuss and explore the actions and strategies GHC is implementing to support English Learners and their families.
- School Site Council: The council is composed of representatives from TK-8 and high school and includes administrators, students, parents, teachers, and staff. The council meets every month and LCAP updates are routinely presented.
- Yearly school climate survey: GHC partnered with Panorama Education to administer surveys to students, teachers, staff, and parents in TK-8, high school, and iGranada. Questions focused on Grit, School Belonging, School Climate and Safety, Relationships, Communications, and Professional Development.
- Monthly standing committee meetings: Committees meeting monthly and an LCAP update was a standard item on their agenda. Committee members reviewed, asked questions, and made comments about the LCAP, including the launch of the LCAP for the 2021-2022 school year, the mid-year update, and the annual update. The standing committees are: Operations, Curriculum & Instruction, and Student Services.

Throughout the course of the year, GHC collected the data and information provided by communication channels described and used that information in concert with other data (internal for 2021-2022) to determine next steps and appropriate actions for the LCAP. The goal for 2022-2023 is to build on the initial success of communicating with educational partners this year and identify targeted, specific aspects of the LCAP that are reflective of the work and responsibilities of each standing committee or group (PTSA, SSC, ELAC).

A summary of the feedback provided by specific educational partners.

The following trends have been identified across a variety of surveys, committees, and other channels of engagement between the LCAP and GHC's educational partners.

1. Communication - Students, parents, and teachers share their appreciation for the amount of information GHC shares through its channels. Parents and teachers shared their concerns for when urgent concerns are not addressed immediately. Teachers share their appreciation for the weekly newsletters. Parents share their appreciation for surveys being anonymous.
2. COVID and other safety measures - Many students, parents, and teachers have shared their continued support for GHC's COVID safety plan. Feedback regarding the COVID safety plan focuses on clarity on returning to school and what is expected of students if they have to quarantine.
3. Safety and discipline - Students and parents have provided their feedback on GHC's dress code, cell phone, and early leave policies. Students and parents also mention the need to address school culture and help students feel a sense of belonging while on campus. Students and parents also share their concerns with student-teacher relationships and identifying opportunities to improve those relationships.
4. Curriculum and instruction - Students share their concern with the overall workload, especially homework, as they return to in-person learning. Many feel they are still behind in their learning because of distance learning. Students and parents share their concerns for homework and grading policies. Teachers share their desire to adapt and change their curriculum to be more equitable, inclusive, and holistic in its approach to teaching the standards. Parents of students with disabilities and English learners share their concerns about differentiated lesson plans, student-teacher conferences, and information regarding tests, quizzes, and post-secondary options.
5. Professional development - Teachers in TK-8 respond positively to support for professional learning they have received from their administration. While at the high school, teachers' responses ask for more input on the professional learning they receive and would like more opportunities to engage in professional learning that is relevant to the classroom. They also share that they feel the school is supportive in their professional growth. Teachers from both campuses continue to voice their desire for more opportunities to collaborate with teachers within and outside their content area and/or within their academic program (high school).

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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. GHC has received feedback from its Governing Board to identify a tool or resource that will help with data management. GHC also continues to explore additional ways to engage its educational partners in the LCAP, including refining the focus of meetings and implementing new ways to gather feedback and input on the plan.

## Goals and Actions

# Goal

| Goal # | Description   |
|--------|---|
| 1      | <p data-bbox="300 326 779 358"><u>Pupil Achievement and Outcomes</u></p> <p data-bbox="300 396 2053 513">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 data-bbox="300 550 779 583"><u>Aligned Priorities:</u> 1, 2, 4, 5, and 6</p> |

An explanation of why the LEA has developed this goal.

As the TK-8 and high school programs welcome students and teachers back to in-person learning, GHC and its educational partners 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. 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.

The actions associated with this goal can be listed across eight categories:

1. Technology and Data Processing - ensures students and teachers have fully functioning technology and online curriculum resources. Additionally, this action ensures that data is collected and processed accordingly. This action impacts all of the metrics because it is the system used to collect and process the data for reporting purposes.
2. Curriculum and Resources - describes a 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.
3. Academic Assessments - describes how 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. Student performance metrics are used as indicators of progress.
4. Special Program Contracts and District Fees, Testing Services, and Co-Teaching Program - describes all the services and supports for our students with disabilities. All metrics are impacted by these actions as students with disabilities is a critical sub-group of students GHC continues to focus efforts and resources.

5. Specialized Services for Unduplicated Students - describes all the services and support directed towards unduplicated students. All metrics are impacted by these actions as students with disabilities is a critical sub-group of students GHC continues to focus efforts and resources. English learner progress is a key metric impacted by these actions.
6. Summer School Programming - describes the programs, events, and services provided to students during the summer. Key metrics that are impacted are student performance, attendance, and graduation rate.
7. Student Support and Intervention - describes the programs, services, and staffing for supporting students who are struggling academically with their courses. Graduation rate is most impacted by these actions.
8. College and Career Counselors - describes the programs, services, and staffing for support students through the college and post-secondary process. Key metrics impacted by these actions are graduation rate, and college and career readiness.
9. CTE - Staff, Materials, and Supplies - describes the programs, services, and staffing for GHC's CTE program, which directly impacts and supports college and career readiness indicators.
10. Professional Development Focused on Student Achievement - describes the supports, resources, and partnerships that help improve teaching and learning. All metrics are impacted by these actions.

# Measuring and Reporting Results

| Metric   | Baseline                        |                      | Year 1 Outcome   | Year 2 Outcome        | Year 3 Outcome        | Desired Outcome for 2023–24     |                    |
|--|---------------------------------|----------------------|--|-----------------------|-----------------------|---------------------------------|--------------------|
| HS Academic Performance/DfS - Mathematics (SBAC) | <b>SUB-GROUP</b>                | <b>2019</b>          | <p>The following data is based on the high school's mid-year administration of the SBAC Math Performance Task (IAB), which was used to analyze student readiness for the state summative.</p> <p>GHC is awaiting the results from the SBAC summative assessment that was administered in April.</p> <p>901 students completed the assessment.</p> <p>87% of students scored Above/Near Standard.</p> | [Insert outcome here] | [Insert outcome here] | <b>SUB-GROUP</b>                | <b>2024</b>        |
|  | <b>ALL STUDENTS</b>             | <b>9.7 Pts Below</b> |  |                       |                       | <b>ALL STUDENTS</b>             | <b>At Standard</b> |
|  | 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   |                       |                       |                                 |                    |

| Metric                                       | Baseline                        |                   | Year 1 Outcome  | Year 2 Outcome        | Year 3 Outcome        | Desired Outcome for 2023–24     |               |
|--|---------------------------------|-------------------|---|-----------------------|-----------------------|---------------------------------|---------------|
| HS Academic Performance/DfS - English (SBAC) | <b>SUB-GROUP</b>                | <b>2019</b>       | <p>The following data is based on the high school's mid-year administration of the SBAC ELA Performance Task (IAB), which was used to analyze student readiness for the state summative.</p> <p>GHC is awaiting the results from the SBAC summative assessment that was administered in April.</p> <p>915 students completed the assessment.</p> <p>96% of students scored Above/Near Standard.</p> | [Insert outcome here] | [Insert outcome here] | <b>SUB-GROUP</b>                | <b>2024</b>   |
|  | 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   |                       |                       |                                 |               |

| Metric   | Baseline                               | Year 1 Outcome  | Year 2 Outcome        | Year 3 Outcome        | Desired Outcome for 2023–24 |
|--|--|---|-----------------------|-----------------------|-----------------------------|
| TK-8 Academic Performance/DfS - Mathematics, Gr 3-8 (SBAC) | Baseline will be established 2021-2022 | <p>The following data is based on TK-8's administration of the NWEA for Math during 2021-2022.</p> <p>GHC is awaiting the results from the SBAC summative assessment that was administered in April.</p> <p>Grade Level - % At or Above Grade Level</p> <p>Grade 3 - 75%</p> <p>Grade 6 - 66%</p> <p>Grade 7 - 61%</p> <p>Grade 8 - 73%</p> | [Insert outcome here] | [Insert outcome here] | [Respond here]              |

| Metric   | Baseline                               | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|----------------|----------------|-----------------------------|
| TK-8 Academic Performance/DfS - English, Gr 3-8 (SBAC) | Baseline will be established 2021-2022 | <p>The following data is based on TK-8's administration of the NWEA for Math during 2021-2022.</p> <p>GHC is awaiting the results from the SBAC summative assessment that was administered in April.</p> <p>Grade Level - % At or Above Grade Level</p> <p>Grade 3 - 74%</p> <p>Grade 6 - 79%</p> <p>Grade 7 - 69%</p> <p>Grade 8 - 58%</p> |                |                |                             |
| Chronic Absenteeism TK-8                               | <5%                                    | Maintain, based on internal data.   |                |                | Maintain or Decrease        |
| Chronic Absenteeism High School                        | <5%                                    | Maintain, based on internal data.   |                |                | Maintain or Decrease        |

| Metric                                     | Baseline                        |                   | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24     |             |
|--|---------------------------------|-------------------|---|----------------|----------------|---------------------------------|-------------|
| College & Career Indicator<br>(% Prepared) | <b>SUB-GROUP</b>                | <b>2019</b>       | <p>The College Counseling office will have access to data in the Fall.</p> <p>Internal data regarding college acceptance rates reveals the following:<br/>           1,148 graduates 1,017 accepted to CSU<br/>           531 accepted to UC<br/>           797 accepted to 4 year colleges other than CSU/UC<br/>           521 accepted to 2 year college.<br/>           Total accepted to four-year is 63%.</p> |                |                | <b>SUB-GROUP</b>                | <b>2024</b> |
|  | <b>ALL STUDENTS</b>             | <b>71.5%</b>      |   |                |                | <b>ALL STUDENTS</b>             | <b>75%</b>  |
|  | Foster Youth                    | 2 Ss              |   |                |                | Foster Youth                    | 8 Ss        |
|  | African-American                | 65.9%             |   |                |                | African-American                | 70%         |
|  | English Learners                | 34.6%             |   |                |                | English Learners                | 55%         |
|  | Students with Disabilities      | 12.7%             |   |                |                | Students with Disabilities      | 20%         |
|  | Socioeconomically Disadvantaged | 66.7%             |   |                |                | Socioeconomically Disadvantaged | 70%         |
|  | Filipino                        | 79.5%             |   |                |                | Filipino                        | 82%         |
|  | Hispanic                        | 64.9%             |   |                |                | Hispanic                        | 70%         |
|  | White                           | 68.6%             |   |                |                | White                           | 72%         |
|  | Asian                           | 84.1%             |   |                |                | Asian                           | 88%         |
| Two or More Races                          | 10 Ss                           | Two or More Races | 12 Ss   |                |                |                                 |             |
| Graduation Rate<br>(% Graduated)           | <b>SUB-GROUP</b>                | <b>2019</b>       | <p>1148 graduates of an eligible 1218 students for a preliminary graduation rate of 94%.</p>  |                |                | <b>SUB-GROUP</b>                | <b>2024</b> |
|  | <b>ALL STUDENTS</b>             | <b>95.2%</b>      |   |                |                | <b>ALL STUDENTS</b>             | <b>96%</b>  |
|  | Foster Youth                    | 7 Ss              |   |                |                | Foster Youth                    | 8 Ss        |
|  | African-American                | 85.4%             |   |                |                | African-American                | 88%         |
|  | English Learners                | 82.1%             |   |                |                | English Learners                | 85%         |
|  | Students with Disabilities      | 80.3%             |   |                |                | Students with Disabilities      | 83%         |
|  | Socioeconomically Disadvantaged | 94.7%             |   |                |                | Socioeconomically Disadvantaged | 96%         |
|  | Filipino                        | 97.3%             |   |                |                | Filipino                        | 98%         |
|  | Hispanic                        | 94.9%             |   |                |                | Hispanic                        | 96%         |
|  | White                           | 95.3%             |   |                |                | White                           | 96%         |
|  | Asian                           | 97.2%             |   |                |                | Asian                           | 98%         |
| Two or More Races                          | 10 Ss                           | Two or More Races | 12 Ss   |                |                |                                 |             |

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome        | Year 3 Outcome        | Desired Outcome for 2023–24  |
|---|--|---|-----------------------|-----------------------|--|
| English Learner Progress Indicator (% Progress toward English Language Proficiency) | 54.7% making progress towards English language proficiency   | 2020-2021 ELPAC Summative Results<br>Level 4: 27.34%<br>Level 3: 39.06%<br>Level 2: 19.54%<br>Level 1: 14.06%<br>Test Completion: 97% | [Insert outcome here] | [Insert outcome here] | 60% making progress towards English language proficiency   |
| Classroom Observations/PD   | 30% of high school teachers implement universal instructional strategies that target SBAC claims for intervention. | Did not measure.  |                       |                       | 50% of high school teachers implement universal instructional strategies that target SBAC claims for intervention. |

## Actions

| Action # | Title                        | Description  | Total Funds | Contributing |
|----------|------------------------------|--|-------------|--------------|
| 1        | Technology & Data Processing | Ensure access for all students to updated technology, computers, computer labs, including staffing, home internet access (HotSpots) for Unduplicated Pupils.<br>Ensure data processing and collection systems are fully updated, operational, and functioning, including IT and SIS/CALPADS staffing, SIS Provider partnership, and school data tools and contracts. | \$5,546,710 | N            |
| 2        | Curriculum and Resources     | Ensure curriculum, resources, and supplemental programs are updated and accessible to all students, families, and teachers.  | \$3,394,256 | Y            |
| 3        | Academic Assessments         | Ensure student access to growth, diagnostic, and college readiness tools, including PSAT, NWEA. Purchase assessment and testing contracts and fees, etc., including subsidizing of test fees (e.g. AP, IB and SAT/ACT) for Unduplicated Students. This action includes partnership with Digital Promise and staffing a TK-12 assessment coordinator.                 | \$1,165,139 | Y            |

| Action # | Title  | Description  | Total Funds  | Contributing |
|----------|--|--|--------------|--------------|
| 4        | Special Program Contracts and District Fees, Testing Services, and Co-Teaching Program | <p>Contracts and district fees for Special Education Program Instructional, contracting BII's, and full-time Special Education assistants and interpreters.</p> <p>Continue developing co-teaching programs for Math, Social Science, and Science providing ELA and Math intervention and support for underperforming subgroups, including unduplicated pupils.</p> <p>Ensure testing services and operations are fully operational, including credentialed testing coordinator, classified testing proctors and materials and supplies. Also, provide support to students for appropriate course placement and full access to support. EL Coordinator/Testing Coordinator will conduct assessment for students.</p>   | \$11,170,471 | N            |
| 5        | Specialized Services for Unduplicated Students   | <p>Provide specialized services and targeted support for unduplicated pupils, including transition teacher to support Foster Youth; Foster Youth counselor (40%) to provide AB 167 support transcript evaluation, course placement, advisement and support; English Learner Counselor (40%) to support transcript evaluation, course placement, advisement and support; English Learner Coordinator/Case Carrier and Staff Development Assistant; provide additional resources for English Learners, including college outreach, field trips, transportation and entrance Fees, English Learner special projects, motivational materials, resources, and programs, library and instructional materials for support and engagement; ESL staffing for ESL 1, ESL 2, ESL 4, and ESL 4 (four teachers, two periods per day); Summer ELCAP testing of incoming students for early identification of English Learners and identify early support.</p> <p>Staff part-time teaching assistants for core English, Math, and Science to support CCSS/NGSS and targeted tutoring for unduplicated pupils.</p> | \$2,260,500  | Y            |
| 6        | Summer School Programming  | Offer summer school remedial support and credit recovery for all students, including Senior Boot Camp, Acellus-AB167 support, summer school accelerated program, and online curriculum.  | \$2,569,250  | Y            |

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
|          |   | Offer Summer Transition Academy (STA) to provide incoming Grade 9 students assessment, evaluation, assistance, intervention, and enrichment in ELA and Math as well as acclimating to the high school environment and school expectations. Also includes targeted STA support (Summer Bridge) for English Learners in ELA and Math, Academic Mentor Program, Math and Writing Centers, and Positive Behavior Support Intervention.  |             |              |
| 7        | Student Support and Intervention                        | Staff an Intervention Coordinator to coordinate and collaborate with Counseling and other support staff to oversee, evaluate, and implement student interventions and supports, including services and programs for unduplicated pupils and other marginalized student subgroups.<br><br>Staffing for After Hours Activities (AHA) tutoring and enrichment for before and after school via the 21st Century Assets Grant.<br><br>Additional tutoring and intervention services.   | \$737,500   | Y            |
| 8        | College and Career Counselors Staffing                  | Staffing, materials, and resources for College and Career Counselors.   | \$2,566,000 | N            |
| 9        | CTE - Staff, Materials, and Supplies                    | Staffing, materials, resources, and etc., including classified assistant, equipment, materials and supplies, field trips and professional development and specialized CTE student training and certification materials (ASE, ServeSafe, Certiport Contract: Microsoft Office, Adobe, HTML). Funding supplemented by Carl D. Perkins Grant.  | \$4,313,714 | N            |
| 10       | Professional Development Focused on Student Achievement | Provide teachers and appropriate staff with professional development and training in the following areas: CA Common Core Standards and Standards-Based Grading; appropriate learning environments, test preparation, strategies and materials for high stakes, state testing; specialized training for Teachers of English Learners and RFEP with application of SDAIE and ELD strategies; general professional development and training for job performance improvement; IB Training for TK-8 and High School; technology training for TK-8 and High School; training and professional development for universal | \$876,643   | N            |

| Action # | Title | Description  | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
|          |       | instructional strategies, professional development for mitigating learning loss; developing an Innovation Team, including professional development, resources, and materials; providing professional development on Implementing Understanding by Design and Differentiation; professional development, materials, and resources for “Building Resilient Learners” |             |              |

## Goal Analysis for 2021-2022

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.

### Action Item 1: Technology and Data Processing

Successes: GHC ordered 6,000 Chromebooks for delivery in June 2022 and upgraded computers in mac and PC labs to be installed June 2022. GHC also renewed a contract for HotSpots to ensure students who had limited access to the internet could use their Chromebook at home. Data processing and collection systems are functioning smoothly and efficiently.

Challenges: Because of the number of Chromebooks being replaced, the current challenge is creating and implementing a replacement plan during the summer so that every student and teacher has their new computer at the start of next school year. Initial challenges recording and updating data because of the impact of COVID-19 on attendance and instruction.

### Action Item 2: Curriculum and Resources

Successes: All programs up and running in iGranada and on main campus, including Google Suite, Go Guardian, online curriculum (Buzz, etc.) and supplemental online education applications on main campus.

Challenges: No known challenges at this time.

### Action Item 3: Academic Assessments

Successes: IB and AP fees are fully covered this year. The PSAT was taken by approx 95% of students in grades 9-11 in October. NWEA is used throughout the year by the TK-8 and HS and mid-year assessments were administered February 16. GHC administered CAASPP Interim Assessments as mid-year assessment for grades 9-11. To assist with scoring, GHC partnered with an outside organization to score the assessments.

Challenges: The challenges of COVID-19 guidelines, including quarantine, made it difficult for students to complete some of the assessments. We are still working on the data analysis portion of normed assessments and determining how to use the data to make course changes and enhancements to the

instructional program and teacher practices. Lastly, because of the increase in testing for TK8, GHC is considering hiring an assessment coordinator to oversee testing in TK-8 and 9-12.

#### Action Item 4: Professional Development Focused on Student Achievement

Successes: The high school implemented a professional development plan focused on building stronger relationships between staff and between staff and students. GHC is in the first year of a multiyear Capturing Kids' Hearts implementation that is focused on learning strategies to create warm, welcoming learning environments. This includes training a group of teachers who are knowledgeable in building effective and professional relationships and providing them tools to support other teachers in the implementation process. This is especially important to establish before meaningful work on learning loss can begin. GHC continues to send IB teachers, coordinators, and counselors to online training in 2021-2022. GHC will offer onsite professional development for AP Seminar training in June and developing inquiry based lessons, delivered by IB, in August. Each of these trainings are open to all staff and are not focused on the teaching of any one class. The primary focus is building teacher capacity in these key instructional and design areas that cut across all subjects and levels. The high school developed asynchronous professional development for teachers on effective instructional design strategies using the Understanding By Design framework. Fifty three teachers completed the training. Additional professional development on backwards mapping and instructional design will be available throughout Summer 2022 as part of the implementation of Canvas Learning Management Software. Review of additional actions needed before the end of year. Instructional Leadership meetings were on hold most of the semester; however, some progress was still made in the areas of equity, access, and opportunity. Some departments are revising core courses and designing lessons that are more culturally responsive, inclusive, and provide greater engagement for students. In addition, department chairs are committed to creating a master schedule that prioritizes scheduling our most experienced teachers with our most vulnerable students.

Challenges: Potential challenges will be ensuring the spirit and intent of the Understanding by Design framework and learning modules are present in the Canvas Learning Management Software implementation. Additionally, the Office of Instruction is working with Canvas to ensure the implementation and training is efficient, effective, and is aligned to the goals of the project. Trying to implement meeting structures and times that are appropriate for all involved was difficult because of COVID and quarantine guidelines. The administrative team had to prioritize systems for testing and contact tracing students and staff over allocating enough time to department leadership meetings. Implementing new professional development while navigating evolving COVID-19 guidelines proved to be difficult. Professional development was facilitated online, which makes it difficult to build community and collaboration. It also became difficult for teachers to fully implement the Capturing Kids' Hearts program because of the changes in COVID-19 guidelines for the classroom.

#### Action Item 5: Special Program Contracts and District Fees, Testing Services, and Co-Teaching Program

Successes: One of our most successful interventions for students with IEPs is our before and after school tutoring program that was created by our SpEd Coordinator at the High School. This has led to students understanding the material better and obtaining passing grades in the classes in which they were most challenged. Since the start of the 2021-22 school year, the Special Programs tutoring has continued on a smaller scale and is now mainly provided in-person only. Students are assigned a tutor based on case carrier recommendation. Most tutoring takes place in a one to one format. However, small group, subject specific tutoring is also available by invitation. Tutoring takes place every day after school from 3:25 to 4:25 in J2 (our Learning Center) and the Special Programs office; during 0 period in Special Programs; and during Gap period in the library or Special Programs. All procedures from the

previous year including formal notification of assigned tutoring, reminder emails, tracking of student attendance, and submission of detention hours continues. To implement this intervention, in addition to GHCs paraprofessionals and interpreters, GHC has contracted several full-time Special Education Assistants. The before school and after school tutoring program has been expanded to meet many students' academic needs. There are plans to offer individual tutoring to as many students with IEPs as is needed based on teacher recommendations and student grades. GHC completed ELPAC testing with the help of our classified test proctor. GHC allocated hours for a counselor to provide- English Learner transcript evaluation, course placement, advisement and support. The ESL House/Team and 11th grade EL-dedicated classes went on our first field trip of the year. The EL Coordinator is currently evaluating new materials and curriculum for upcoming adoption. Other programs (college outreach, special projects, motivational materials/programs, support and engagement, etc) are ongoing. ESL Staffing of ESL 1, ESL 2, ESL 4, and ESL 4 (four teachers, two periods per day). EL Coordinator completed summer ELPAC testing of incoming students for early Identification of English Learners and early support. Additionally, the EL Coordinator provided support to TK-8. GHC uses a co-teaching model for all Special Day students and some resource students in most academic areas. Students are only in a self-contained Special Day Program class for English, Algebra and Geometry, so as to increase the intensity of instruction in the area of literacy and secondary math. Co-taught classes in academics for Special Day Program students are about 66 percent General Education students and 33 percent Special Education students. The curriculum is General Education. Staffing includes a General Education teacher, a Special Education teacher who meets general education standards as highly qualified, and at least one paraprofessional. GHC's resource model uses targeted special education support for estimated areas of weakness. This allows specialists to concentrate on a particular subject area, allowing full General Education involvement. Students are able to access specialists in other academic areas through clustering of Learning Lab classrooms, eliminating physical challenges to provision of service. GHC's new Learning Lab classes include a curriculum to improve and reinforce foundational math skills (IXL) and reading comprehension (NEWSELA). These Learning Lab classes are 9th/10th and 11th/12th grade split classes, whereas previously our resource classes included all grades. Self-contained Algebra 2 classes have been added for two years. This is all still occurring. Transition services in the areas of career and education are provided in the Learning Labs as well. The special education department teachers are creating a plan to collaborate with the college counselors to provide support with transition activities such as applying for community colleges, applying for FAFSA, career assessments, resume building, job applications, mock interviews and other activities to support students' post-secondary career and educational goals based on students' IEPs. levels together. The Learning Lab classes are mixed with students whose IEPs document a resource program or special day program documented in their IEPs.

Challenges: As with most support systems, challenges arose with timely and clear communication between student, family, and support provider. Otherwise, there are no additional known challenges at this time. The biggest challenge was balancing time and task between the high school program and the TK-8 program. We also encountered some issues with CALPADs and test settings, but those were easily corrected. Lastly, ensuring new teachers were supported in providing EL instruction. Identifying time for co-teachers, specialists, and other support professionals to plan and collaborate is a challenge. Monitoring all activities can be challenging, but the department chair in concert with the administration is identifying opportunities to implement monitoring systems that are supportive of students' and teachers' needs. Ensuring the ratio between special education and general education teachers and courses is challenging. Maintaining consistency with teacher pairing is challenging when teachers decide to opt out of co-teaching or leave the school.

Action Item 6: Specialized Services for Unduplicated Students

Successes: GHC uses classified test proctors to help with Initial ELPAC testing at the TK-8 (and will use similar support for part of the Summative ELPAC). ELPAC testing in high school is complete. The TK-5 testing has been completed with the help of our classified test proctor. We have a dedicated counselor who spends approximately 40% of their time coordinating and collaborating with the EL Coordinator on a variety of supports for English Learners, including college outreach, field trips, English Learner special projects, motivational materials and programs for students and parents. ESL House/Team and 11th grade EL-dedicated classes went on our first field trip of the year. New materials are being reviewed to update curriculum. Other programs (college outreach, special projects, motivational materials/programs, support and engagement, etc) are ongoing. ESL Staffing of ESL 1, ESL 2, ESL 4, and ESL 4 (four teachers, two periods per day); Summer ELPAC Testing of Incoming Students Providing for Early Identification of English Learner Students and Early Support; Completed in July/August 2021 for HS. Additional Support Provided for TK-8. GHC currently employs ten Instructional Aides to assist students and teachers in the classrooms and on campus. Instructional Aides are strategically placed in courses that are traditionally more difficult and based on students' grades. Additionally, GHC offers a variety of tutoring services that are in-person and can be accessed before school, during school, after school, as well as online. GHC is currently hiring additional aides to expand the tutoring before, during and after school for summer break and the future school years.

Challenges: Coordinating schedules for Instructional Aides to meet the needs of students and teachers was challenging. Often, Instructional Aides could not work a full day, several days a week. It also became difficult to find qualified candidates to hire. Coordinating all efforts to support English Learners and Unduplicated pupils is a challenge because the EL program has to fit within the expectations of the other programs, which means staffing and course scheduling can be difficult.

#### Action Item 7: Summer School Programming

Successes: This summer, GHC will provide a 6-week credit recovery program during Extended School Year (ESY) for rising 10th, 11th and 12th grade students with Individual Education Plans (IEPs). Two teachers and four paraprofessionals will provide direct academic and behavioral support to approximately 200 students to retrieve credit utilizing online Edgenuity courses. There will be two classes during each of the three two hour sessions. The first session begins at 8:00 a.m., the second session begins at 10:30 and the third session begins at 1:00 p.m. Simultaneously, there will be a 6-week Senior Credit Recovery (SCR) program offered to all seniors who need to retrieve credits in order to fulfill all requirements to obtain their high school diplomas. There will also be two teachers and four paraprofessionals supporting seniors with IEPs and those at risk of dropping out who need to make up for any failing grades seniors may have received. The SCR program also uses the online Edgenuity courses. Since the summer of 2021, GHC no longer utilizes Acellus. Edgenuity classes are utilized for all of GHC's credit recovery programs for students with IEPs, 504s, and/or seniors who are at-risk. Office of Instruction plans STA and information regarding program requirements and registration has been sent to students and families. GHC will continue to partner with YMCA to provide social-emotional and physical fitness activities to students in order to create a supportive and safe learning environment. Writing and Math Centers are operational and are functioning online only. AMP is active through Ms. Fram and the tutoring centers.

Challenges: Because of the challenges encountered during the school year because of COVID-19, staffing summer programs has been difficult. We are expected to meet our required number of staff to meet the demands of students. Some challenges include managing the Writing and Math Centers online, communicating with students and tutors, scheduling, and overall effectiveness. GHC decided to keep the centers online in order to mitigate the spread of COVID-19. Additionally, GHC has encountered staffing issues with STA.

#### Action Item 8: Student Support and Intervention

Successes: GHC hired a new Intervention Coordinator in December. Intervention Coordinator reviews and presents interim grade report data, meets 1:1 with struggling students, and provides additional intervention resources and support to students, teachers, parents, and school leaders. GHC hired a new AHA Coordinator to oversee the AHA program.

Challenges: No known challenges at this time.

#### Action Item 9: College and Career Counselors Staffing

Successes: Fully staff with appropriately credentialed college and career counselors. GHC now uses Scoir as our college readiness platform. Scoir's cloud-based College Admissions Network provides tools and resources that streamline and improve the college admissions process. Students are introduced to the network during STA. They learn more about their unique talents and interests, apply them to the search process, and ultimately identify best-fit colleges.

Challenges: No known challenges at this time.

#### Action Item 10: CTE - Staff, Materials, and Supplies

Successes: Hired Culinary Arts assistant; Industry certification programs for Culinary (ServSafe), Automotive (ASE), Business (MS Office), and Engineering (SolidWorks); Work Based learning experiences offered in Automotive (NHRA), Culinary, Business Podcast launched for DECA students; VICA Economic Summit, Social Media Marketing Class; Students participate in industry aligned competitions in Culinary (C-CAP), Engineering (Robotics FIRST, VEX), Business (DECA). GHC intended to hire Automotive and Engineering Assistants and enrolled students in industry aligned competitions Automotive (UTI Repair Comp and LA New Car Dealer Comp).

Challenges: Did not hire assistants; participation in competitions to begin in 2022-23 school year.

### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

With return to school and the challenges GHC experienced with implementing COVID safety guidelines from local and state health departments, goals and actions shifted in priorities to address the need for implementing systems related to COVID (testing, social distancing, masking/PPE, and quarantine guidelines and teaching). The differences between expenditures and estimated actuals are caused by the shifting needs and priorities of the school in order to successfully re-open school safely. Additional challenges with hiring and retaining qualified certificated and classified staff.

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

Because of the negative impact of COVID-19 on return to school operations, GHC did its best to implement all the actions described in the LCAP. The key challenge, because of COVID-19, was the impact on gathering student achievement data. However, with the challenges associated with student achievement data, GHC maintained a high graduation rate of 94%, which is a great achievement considering the anticipated gaps in student learning

caused by distance learning. This can be attributed to the work done across all content areas, including the support provided by Special Programs, department chairs, counseling, summer recovery programs, GHC's tutoring program, and the additional staffing, supports, and technology allocated to classrooms.

Lastly, the approximate 63% college acceptance rate is lower than pre-COVID, it is still an impressive accomplishment by GHC's counseling department to ensure students are earning a C or better in their a-g courses to remain UC/CSU eligible and supporting students with a portfolio to courses that is attractive to out-of-state universities.

GHC is interested and curious to know if the actions and efforts described will have a positive impact on students' performance on the SBAC, IB, and Advanced Placement. Internal assessments were administered this year in English and Math. Departments utilized the data to address gaps in students' learning because of COVID-19 and not used for progress monitoring towards the state summative assessment or other end of year assessments.

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.

Based on feedback we received from our charter authorizer, GHC reviewed and edited the goals to ensure the action items and financials were better aligned. All of the action items for Goal 1 listed in the 2021-2022 LCAP are reflected in the 2022-2023 LCAP but are categorized to make financial reporting easier and clearer.

No current changes being made to planned goals, metrics, or desired outcomes. Because of the delay in reporting state data, some of the metrics are based on internal data.

Changes made to actions include hiring a TK-12 assessment coordinator to manage assessments across both programs. This action would be included in Action Item 6: Academic Assessments. As the TK-8 program continues to add additional grade levels, Grade 8 students matriculate to the high school program, and the expansion of the IB program, there will be an increase in TK-8 assessments.

All other actions are proceeding as planned. Professional development will continue to focus on Capturing Kids' Hearts and Understanding by Design; however, the latter will be included in the Canvas Learning Management system rollout, which will be covered under an additional grant. Special Programs continues to expand their co-teaching model and dedicated tutoring services for students with disabilities. And, with the hiring of an Intervention Coordinator, intervention systems and processes will resume and expand as student needs continue to evolve. Lastly, support for unduplicated pupils, specifically English Learners, will continue with the EL Coordinator, ELPAC testing, and scheduling designated and integrated EL classes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

| Goal # | Description   |
|--------|---|
| 2      | <p data-bbox="300 315 898 347"><u>Basic Services and Conditions of Learning</u></p> <p data-bbox="300 378 2055 581">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 data-bbox="300 613 705 646"><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 is supported in implementing the appropriate content standards and frameworks for their course in order to achieve high levels of student outcomes.

The actions associated with this goal can be listed across four categories:

1. **Certificated and Classified Staffing** - describes the actions related to ensuring the school hires and retains appropriately credentialed teachers and administrators and highly-qualified staff members to support all aspects of school operations. Maintaining CCTC records, classroom observations, and staff records are key metrics for measuring success.
2. **Professional Development and Resources** - describes providing professional development to classified staff (in classroom and out of classroom) and providing certificated and classified staff with the curriculum, materials, and resources needed to execute their job responsibilities appropriately and effectively. Classroom and campus observations are the key metrics for measuring success. Additionally, ensuring students have access to a broad course of study.
3. **School Facilities and Maintenance and Student Meals** - describes the actions focused on maintaining both campuses, including staffing, and the resources, staffing, and services needed for food preparation and distribution.

# 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.)                          | Maintain       | [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.) | Maintain       | [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.                    | Maintain       | [Insert outcome here] | [Insert outcome here] | Maintain                    |

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|--|----------------|----------------|--|
| 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.<br>30% Building Resilience Professional Development in the fall for the high school program.<br>50% IB implementation for the TK-8. | Maintain - 100% implementation of content standards.   |                |                | 100% Implementation of appropriate content standards (CCSS/NGSS/CA Content Standards) in TK-8 and high school classes.<br>50% Building Resilience Professional Development in the fall for the high school program.<br>80% IB implementation for the TK-8. |
| Classroom Observations / Documentation of Professional Development (Implementation of Learning Standards for English Learners) | 100% Implementation of CCSS for English Learners in TK-8 and high school classes.  | Maintain   |                |                | Maintain   |
| Attendance and Enrollment for Summer Transition Academy (Access to a Broad Course of Study)                                    | 100% of all incoming Grade 9 students in high school will participate in Summer Transition Academy (Summer Bridge)   | 90% of incoming Grade 9 students enrolled and completed Summer Transition Academy prior to the start of the 2021-2022 school year. |                |                | Maintain   |

| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|-----------------------------|
| Documentation of student participation in ELA intervention and enrichment activities, including summer school.<br>(Access to a Broad Course of Study)  | 100% student access to ELA intervention, support services, enrichment and advanced placement.  | Maintain       |                |                | Maintain                    |
| Documentation of student participation in Math intervention and enrichment activities, including summer school.<br>(Access to a Broad Course of Study) | 100% student access to Math intervention, support services, enrichment and advanced placement. | Maintain       |                |                | Maintain                    |
| Classroom Observation/PD/Course Placement<br>(Instructional Materials)   | 100% of TK-8 students have access to CCSS-aligned ELA and Math materials.                      | Maintain       |                |                | Maintain                    |

## Actions

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
| 1        | Curriculum and Supplemental Resources         | Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards, Next Generation Science Standards, CA Content Standards, and all relevant state frameworks for student learning and outcomes. | \$4,234,483  | N            |
| 2        | Professional Development for Classified Staff | General Professional Development will be provided for classified staff for school and job performance improvement.  | \$265,000    | N            |
| 3        | Certificated Staffing                         | Ensure supervision and staffing of instructional programs with appropriately credentialed teachers and administrators.  | \$2,064,7797 | N            |

| Action # | Title                         | Description   | Total Funds | Contributing |
|----------|-------------------------------|---|-------------|--------------|
| 4        | School Facilities Maintenance | Provide functional school facilities; custodial/maintenance, security, cafeteria staff, office staff, etc., and operations contracts/supplies, and cafeteria food supplies. | \$5,564,957 | N            |
| 5        | Classified Staffing           | Office staff in human resources, attendance, student activities, the Business Office, and parent outreach.  | \$2,344,574 | N            |
| 6        | Student Meals                 | Subsidize student meal and snack expenses   | \$3,820,247 | N            |

## Goal Analysis for 2021-2022

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.

### Curriculum and Supplemental Resources

**Successes:** Purchased aligned curriculum materials for all content areas to support expanding grade levels. Department chairs and department leadership staff review materials for purchase to ensure alignment with state requirements. The English Department began building a teacher resource library. The library will provide a set of core texts that improve teacher understanding of and capacity to teach topics, themes, and texts from multiple, diverse perspectives. The World Languages & Cultures reviewed several curricula for adoption to align with the revised standards and frameworks in Spanish, French, and Korean. The new curriculum will provide students and teachers with updated materials, authentic assessments, and online resources that can be reused each year. The Science Department adopted a new Biology curriculum and resources that align to NGSS. Other departments have not adopted new curriculum or materials, but, as mentioned, will continue to review their current resources to determine if changes need to be made.

**Challenges:** The only challenge is ensuring that departments that adopt new curriculum have a plan for implementing the new materials, including relevant professional development, ensuring alignment with school initiatives and goals, and ensuring that teachers are fully and appropriately supported to implement the materials.

### Professional Development for Classified Staff

**Successes:** In TK-8, staff and admin weekly in a variety of structures: PLC, school, department, content, grade level on academic and safety supports. Additional PD is provided on interventions to support low performing students. We continue to meet in various capacities. We are working towards creating more structure in our meetings to reflect the committees at the HS including: operations, student services, and Curriculum and Instruction. In HS, departments and staff implement professional learning on Tuesdays to ensure teachers and staff are trained and focusing on aligning state requirements

with their practice. Additionally, period-by-period professional development has been offered this year for Special Programs, administering assessments, and supporting English Learners, presenting Canvas implementation plan, and identifying and referring students for support. These period-by-period sessions allow additional opportunities for GHC to provide professional development that is relevant to all departments and or staff. Lastly, sessions for Brain Power and Capturing Kids' Hearts were provided to support initial roll out. "Building Resilient Learners" Professional Development symposium offered several years ago. Engagement and feedback from faculty and staff was strong and encouraging. No additional follow-up needed. Counseling team will revisit the need for follow-up at the conclusion of the school year.

Challenges: Overall challenges include trying to communicate essential information within a limited time frame, making sure there is cohesion between professional development sessions, and prioritizing sessions to make sure all initiatives (from department to school) are provided with equal time. Lastly, it was difficult to identify professional development opportunities for Academic Programs. Several programs had to meet after school hours to ensure objectives and goals for the program were attended to.

#### Certificated Staffing

Successes: Fully staffed with appropriately credentialed teachers.

Challenges: The school continues to navigate the challenges of finding high-quality substitutes to assist with class coverage and long-term assignments.

#### School Facilities and Maintenance

Successes: All items are functional and fully staffed.

Challenges: No known challenges at this time.

#### Classified Staffing

Successes: All supports added as needed and within financial requirements.

Challenges: No known challenges at this time.

#### Student Meals

Successes: The state will provide supplemental funding intended to cover the difference between the federal free meal reimbursement rate and the reduced-price and paid reimbursement rates. This means local education agencies participating in the NSLP and SBP will receive the federal reimbursement rate for meals served by student eligibility type, and additional state meal reimbursement that is the difference between the federal and state free and reduced-price meal reimbursement amount and the paid rate.

Challenges: No known challenges at this time.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

With return to school and the challenges GHC experienced with implementing COVID safety guidelines from local and state health departments, goals and actions shifted in priorities to address the need for implementing systems related to COVID (testing, social distancing, masking/PPE, and quarantine guidelines and teaching). The differences between expenditures and estimated actuals are caused by the shifting needs and priorities of the school in order to successfully re-open school safely.

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

All actions address appropriate staffing, meals, and curriculum. Despite the challenges in hiring candidates this year, GHC was able to fully staff many of the essential offices and departments. Meals are currently subsidized through the state program for at least an additional school year. New curriculum was adopted to ensure Biology and World Languages & Cultures were aligned to new standards and frameworks. And, professional development was designed to meet the immediate needs of students, teachers, and staff, to feel a sense of belonging and connection to the school after being away for almost eighteen months. Additional professional development was provided to assist teachers with planning and to help teachers support unduplicated pupils and students with disabilities.

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.

Based on feedback we received from our charter authorizer, GHC reviewed and edited the goals to ensure the action items and financials were better aligned. All of the action items for Goal 2 listed in the 2021-2022 LCAP are reflected in the 2022-2023 LCAP but are categorized to make financial reporting easier and clearer.

There are no material changes being made to the planned goals or actions.

The only changes being made to the metrics are for measuring the Building Resilient Learners implementation and impact. Because the Building Resilient Learners program was implemented for distance learning, the high school team was unsure if it should be continued during in-person, return-to-school. The high school decided to pause the program in favor of implementing Capturing Kids' Hearts and other social-emotional and mental health supports. As such, there isn't a need to continue measuring the implementation or impact of that program.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

| Goal # | Description   |
|--------|---|
| 3      | <p data-bbox="300 326 1377 358"><u>Parental Engagement, Student Engagement, and School Climate and Safety</u></p> <p data-bbox="300 391 2053 548">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 data-bbox="300 581 705 613"><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. Navigating the challenges associated with returning to in-person learning requires consistent and clear feedback and input from GHC's educational partners. Additionally, GHC 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.

The actions associated with this goal can be listed across three categories:

1. Student Engagement and Participation in School Community - describes 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. The metrics used to measure progress towards the goal are the school climate survey and suspension data.
2. Parent Engagement and Participation in School Community - describe ongoing and varied opportunities for parents to provide feedback on school academics and culture through surveys, advisory councils, PTSA's, and through volunteer opportunities to participate in school-wide events and workshops. The metrics used to measure progress towards the goal are the school climate survey and attendance for PTSA and other meetings.
3. Equitable, Inclusive, and Safe School Climate for All Educational Partners - describes the school-to-family personalized communication program 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. The metric used to measure progress towards the goal is the school climate survey.

## 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%<br>Relationships & Communications: 88.3%<br>Safety & Discipline: 95%   | Academic Program: 86%<br>Relationships & Communications: 94%<br>Safety & Discipline: 97% | [Insert outcome here] | [Insert outcome here] | Academic Program: 98%<br>Relationships & Communications: 93%<br>Safety & Discipline: 98% |
| 9-12 Student Satisfaction Survey (Pupil Engagement) | Academic Program: 82.2%<br>Relationships & Communications: 65.7%<br>Safety & Discipline: 80.7% | Academic Program: 83%<br>Relationships & Communications: 61%<br>Safety & Discipline: 85% | [Insert outcome here] | [Insert outcome here] | Academic Program: 89%<br>Relationships & Communications: 70%<br>Safety & Discipline: 85% |
| TK-8 Parent Satisfaction Survey (Parent Engagement) | Academic Program: 84.2%<br>Relationships & Communications: 86.8%<br>Safety & Discipline: 81.8% | Academic Program: 92%<br>Relationships & Communications: 96%<br>Safety & Discipline: 96% | [Insert outcome here] | [Insert outcome here] | Academic Program: 93%<br>Relationships & Communications: 95%<br>Safety & Discipline: 90% |
| 9-12 Parent Satisfaction Survey (Parent Engagement) | Academic Program: 88.2%<br>Relationships & Communications: 78.3%<br>Safety & Discipline: 79.8% | Academic Program: 81%<br>Relationships & Communications: 84%<br>Safety & Discipline: 93% | [Insert outcome here] | [Insert outcome here] | Academic Program: 93%<br>Relationships & Communications: 83%<br>Safety & Discipline: 85% |

| Metric                         | Baseline                        |             | Year 1 Outcome  | Year 2 Outcome        | Year 3 Outcome        | Desired Outcome for 2023–24 |
|--------------------------------|---------------------------------|-------------|---|-----------------------|-----------------------|-----------------------------|
| Suspension Rate (CA Dashboard) | <b>SUB-GROUP</b>                | <b>2019</b> | Decrease from baseline.<br><br>All Students - 0.3%<br><br>Data is based on internal reporting that is submitted to CALPADS.<br><br>Data reflects the 2021-2022 school year. | [Insert outcome here] | [Insert outcome here] | Maintain or Decrease        |
|                                | <b>ALL STUDENTS</b>             | <b>0.6%</b> |   |                       |                       |                             |
|                                | 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 Community Service Opportunities         | Materials and resources for developing community service opportunities for students.   | \$463,472   | N            |
| 2        | Student Leadership Opportunities                | Materials and resources for site-based events to develop leadership opportunities for students.  | \$436,472   | N            |
| 3        | Discipline Deans and Attendance Office Staffing | Staffing, materials, and resources for Discipline Deans and Attendance Office.   | \$2,490,531 | Y            |
| 4        | Staffing for Activities and Outreach            | Plan activities and outreach and allocate resources for classified staffing, and program support - includes Outreach Coordinator, webmaster, social media, activities office and Athletic Director, and service contracts. LINK crew training for enhanced community engagement by certificated staff. | \$1,833,207 | N            |

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 5        | School Climate Survey and Engaging Educational Partners | <p>Partner with Panorama Education for school climate survey, Possip for bi-weekly parent pulse checks, Family Connect Program, and other opportunities for engaging with educational partners (events, etc.).</p> <p>The high school utilized some targeted class size reductions in CP English 11 courses to address critical reading and writing skill gaps. The high school also reduced class size of EL focused English 11 and U.S. History 11 for the same reason.</p> | \$833,260   | Y            |

# Goal Analysis for 2021-2022

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.

## Student Community Service Opportunities

Successes: TK-8 continues to build the Young Granada Givers Club with community-based initiatives. TK-8 students work with various student groups at the high school to bring community action projects to the TK-8. TK-8 is continuing to build both initiatives. High school IB students continue to engage in community-based projects.

Challenges: No known challenges at this time.

## Student Leadership Opportunities

Successes: TK-8 created a Student Council in grades 3-8. Student leaders organize school culture activities and events for the community. Future activities on campus and off campus will be explored and implemented. High school continues the ASB program and including students in SSC, ELAC, and other committees.

Challenges: No known challenges at this time.

## Discipline Deans and Attendance Office Staffing

Successes: TK-8 is still looking for qualified candidates for Discipline Dean positions. TK-8 hired additional office staff to support increased enrollment. Additional staffing needs will be reviewed as the program continues to increase enrollment as new grade levels are added. The high school is continuing to interview candidates for an office assistant position to support the increased number and frequency of phone calls and documentation associated with post-pandemic guidelines and protocols for attendance monitoring and tracking. The high school is fully staffed with Discipline Deans.

Challenges: Attracting and selecting qualified candidates. The high school needs additional campus aides to support crowd management and ancillary activities associated with athletics or other live events.

## Staffing for Activities and Outreach

Successes: The GHC communications team redesigned the school website and are continuing all community outreach operations. GHC partnered with Finalsity to stream sports and live events. In the coming years, GHC will look for opportunities to enhance the website to be more student, family, and community friendly. GHC will look for opportunities to broadcast more live sporting and other events, including events produced by the TK-8 program.

Challenges: General challenges arose when implementing or updating new technology: internet access, wifi connectivity, etc.

## School Climate Survey and Engaging Educational Partners

Successes: GHC's partnership with the School Survey Initiative from Teachers College ended because the professor leading the project retired. GHC partnered with Panorama Education to administer the school climate survey as well as provide additional surveys and progress monitoring features for social-emotional learning and interventions. Additionally, ten Possip surveys were administered to over 9,000 active users. TK-8 developed a strong culture of parental support and feedback. Parents are able to interact with school personnel in a variety of modalities including surveys, newsletters, and most recently the adoption of Panorama for school climate surveys. The high school program has continued its development and implementation of a variety of actions and strategies to generate opportunities for parents and guardians to provide input and feedback on the program, including: Advisory Council, Bi-Weekly Possip Survey, a weekly newsletter School Site Council, ELAC, and PTSA. Most recently, the high school partnered with Panorama for school climate surveys and future uses in measuring students' social-emotional learning and monitoring interventions. 100% of staff members who participated indicated the program positively impacted students and families. There were 11,236 attempted calls and emails with over 6,700 responses from Grade 9 families. Of the many beneficial aspects of the program, it was important for connecting GHC with families and providing them with the resources and information they need to help their student(s). The high school utilized some targeted class size reductions in CP English 11 courses to address critical reading and writing skill gaps. The high school also reduced class size of EL focused English 11 and U.S. History 11 for the same reason.

Challenges: As with implementing any new survey, building trust and buy-in is a challenge. Additionally, we are working to develop an implementation plan for regularly administering social-emotional learning surveys and for using the intervention dashboard on Panorama as a key tool for the Intervention Coordinator. The program can achieve better results by training Family Connect staff on Home Access Center, allow Family Connect staff to access grades and discipline to discuss with families, and offer home visits for families who don't respond and are difficult to contact.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

With return to school and the challenges GHC experienced with implementing COVID safety guidelines from local and state health departments, goals and actions shifted in priorities to address the need for implementing systems related to COVID (testing, social distancing, masking/PPE, and quarantine guidelines and teaching). The differences between expenditures and estimated actuals are caused by the shifting needs and priorities of the school in order to successfully re-open school safely.

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

Relationships & Communication and Safety & Discipline are showing improvement from the baseline data. This can be attributed to both campuses' work in building connections between students, teachers, and parents. The TK-8 program implemented new student leadership opportunities and increased its parent involvement and engagement with the school. The HS program continues to implement the Family Connect program with preliminary data showing a great impact on the families of Grade 9 students. The HS program will continue the program and determine how to scale the program to include the other grades as well. Lastly, strong staffing and professional development in the Discipline Dean's office continue to show impact by decreasing the suspension rate and contributing to overall student safety.

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.

Based on feedback we received from our charter authorizer, GHC reviewed and edited the goals to ensure the action items and financials were better aligned. All of the action items for Goal 3 listed in the 2021-2022 LCAP are reflected in the 2022-2023 LCAP but are categorized to make financial reporting easier and clearer.

The only change in actions is switching from the Columbia College Survey Initiative to Panorama Education for administering the school climate survey. GHC had to identify and partner with a new survey provider because their previous partner was discontinuing their survey and service. Additionally, Panorama Education includes intervention and social-emotional tracking tools and dashboard, which will be implemented in 2022-2023.

There are no material changes to the remaining actions.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

| Goal # | Description   |
|--------|---|
| 4      | <p data-bbox="296 342 1140 375"><u>Supporting Students’ Social-Emotional Learning and Needs</u></p> <p data-bbox="296 407 2053 521">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 data-bbox="296 553 709 586"><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.

The actions associated with this goal can be listed across two categories:

1. Professional Development Focused on Social-Emotional Learning - describes actions, resources, strategies, partnerships for helping certificated and classified staff understand and support students’ social-emotional needs. School climate survey is critical to measuring progress as well as suspension data as we should see a continued decline in suspensions because students’ social-emotional and mental health needs are being addressed.
2. Student Mental Health Support - describes the staffing, resources, and materials for ensuring each campus has staff ready to assist, support, and provide counseling services to students and families. School climate survey is critical to measuring progress as well as suspension data as we should see a continued decline in suspensions because students’ social-emotional and mental health needs are being addressed.

# Measuring and Reporting Results

| Metric            | Baseline  | Year 1 Outcome        | Year 2 Outcome        | Year 3 Outcome        | Desired Outcome for 2023–24 |              |       |                  |      |                  |      |                            |      |                                 |      |          |      |          |      |       |      |       |      |                   |      |  |                       |                       |                      |
|-------------------|---|-----------------------|-----------------------|-----------------------|-----------------------------|--------------|-------|------------------|------|------------------|------|----------------------------|------|---------------------------------|------|----------|------|----------|------|-------|------|-------|------|-------------------|------|--|-----------------------|-----------------------|----------------------|
| Suspension Rate   | <table border="1"> <thead> <tr> <th>SUB-GROUP</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td><b>ALL STUDENTS</b></td> <td><b>0.6%</b></td> </tr> <tr> <td>Foster Youth</td> <td>15.4%</td> </tr> <tr> <td>African-American</td> <td>1.5%</td> </tr> <tr> <td>English Learners</td> <td>1.4%</td> </tr> <tr> <td>Students with Disabilities</td> <td>1.3%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>0.8%</td> </tr> <tr> <td>Filipino</td> <td>0.5%</td> </tr> <tr> <td>Hispanic</td> <td>0.8%</td> </tr> <tr> <td>White</td> <td>0.3%</td> </tr> <tr> <td>Asian</td> <td>0.5%</td> </tr> <tr> <td>Two or More Races</td> <td>0.0%</td> </tr> </tbody> </table> | SUB-GROUP             | 2019                  | <b>ALL STUDENTS</b>   | <b>0.6%</b>                 | 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% | <p>Decrease from baseline.</p> <p>All Students - 0.3%</p> <p>Data is based on internal reporting that is submitted to CALPADS.</p> <p>Data reflects the 2021-2022 school year.</p> | [Insert outcome here] | [Insert outcome here] | Maintain or Decrease |
|                   | SUB-GROUP   | 2019                  |                       |                       |                             |              |       |                  |      |                  |      |                            |      |                                 |      |          |      |          |      |       |      |       |      |                   |      |  |                       |                       |                      |
|                   | <b>ALL STUDENTS</b>   | <b>0.6%</b>           |                       |                       |                             |              |       |                  |      |                  |      |                            |      |                                 |      |          |      |          |      |       |      |       |      |                   |      |  |                       |                       |                      |
|                   | 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%  |                       |                       |                       |                             |              |       |                  |      |                  |      |                            |      |                                 |      |          |      |          |      |       |      |       |      |                   |      |  |                       |                       |                      |
| [Respond here]    | [Respond here]  | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | [Respond here]              |              |       |                  |      |                  |      |                            |      |                                 |      |          |      |          |      |       |      |       |      |                   |      |  |                       |                       |                      |
| [Respond here]    | [Respond here]  | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | [Respond here]              |              |       |                  |      |                  |      |                            |      |                                 |      |          |      |          |      |       |      |       |      |                   |      |  |                       |                       |                      |

## Actions

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1        | Professional Development Focused on Social-Emotional Learning | <p>Vertical Planning and Student Transitions - resources, materials, and time for teachers to collaborate on developing a system and plan for supporting student transitions at key grade levels.</p> <p>Materials and resources for implementing a homeroom/advisory period that provides individualized attention and support for students.</p> <p>Provided with a Grant from Parker Anderson for providing opportunities for cross-grade level connection to build school community.</p> | \$1,825,000 | N            |

| Action # | Title                         | Description   | Total Funds | Contributing |
|----------|-------------------------------|---|-------------|--------------|
|          |                               | Partner with Second Step to provide professional development, resources, and materials to teachers.   |             |              |
| 2        | Student Mental Health Support | Expand student social-emotional and mental health support, referral, suicide prevention and follow-up provided by 2 full-time Psychiatric Social Workers and second full-time Nurse in support of Foster Youth and Unduplicated Population of students. | \$1,273,337 | Y            |

# Goal Analysis for 2021-2022

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.

## Vertical Planning and Student Transitions

Successes: The TK-8 will continue to host Camp Granada for incoming 6th graders. This program allows new students to learn about academic and behavioral expectations prior to starting 6th grade. Additionally, both the TK-8 and 9-12 programs work with students transitioning to the HS. Students meet with their counselors to develop their schedules and to be assigned to a program. Counselors from the HS visit the TK-8 in order to disseminate information and support families through this transition.

Challenges: One challenge is navigating the COVID-19 guidelines, which affected student attendance and teacher collaboration.

## Homeroom/Advisory Resources

Successes: This practice continues to be strengthened. TK-8 has adopted the SEL program, Second Step, to assist with curricular planning of social emotional topics.

Challenges: No known challenges at this time.

## Counseling Staffing and Services for TK-8

Successes: TK-8 recently hired a guidance counselor and are using TAs to support students in a virtual learning environment (broadcasting).

Challenges: No known challenges at this time.

## Counseling Staffing and Services for High School

Successes: High school counselors stay until 6:30 on Wednesdays to be available to families who are unable to access counseling services during the school day.

Challenges: No known challenges at this time.

## Expanded Student Health and Mental Health Support

Successes: Fall 2021 with return to school the high school added additional mental health support and hired a third social worker. The three social workers are housed in our new Wellness Center. Every month the social workers present to families different topics related to mental health and wellness. Social workers also make classroom presentations. Social workers are trained to handle suicide assessments and make appropriate referrals as needed.

Challenges: One challenge is communicating the referral process (when to refer and when not to refer) to teachers and staff so that students are not inappropriately or accidentally sent to the Wellness Center instead of seeing their college counselor. Second, getting information from the referent in a

timely manner. Also, determining when a student should be referred as opposed to not going to class. And, clarifying to parents the purpose of the Wellness Center and the services offered to parents and families has been a challenge.

#### Second Step Partnership

Successes: TK-8 continues to use this program and is looking for ways to implement its tools at more intensive tier 2 and 3 levels.

Challenges: No known challenges at this time.

#### Parker Anderson Partnership

Successes: TK-8 renewed their partnership with Parker-Anderson for in-person learning to students in Grades TK-3.

Challenges: No known challenges at this time.

### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

With return to school and the challenges GHC experienced with implementing COVID safety guidelines from local and state health departments, goals and actions shifted in priorities to address the need for implementing systems related to COVID (testing, social distancing, masking/PPE, and quarantine guidelines and teaching). The differences between expenditures and estimated actuals are caused by the shifting needs and priorities of the school in order to successfully re-open school safely.

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

Based on our internal reporting on suspensions, GHC increased its overall suspension rate by .05% from .06% to 1.1%. As students returned to school from the previous eighteen months of distance learning, GHC expected challenges with students feeling connected and a sense of belonging. And though our mental health and counseling support have been able to curb instances of social-emotional and mental health, GHC did have challenges with overall behavior. This was particularly prevalent during the first semester when anxiety was high and the school was getting used to wearing masks, social distancing, and transitioning from distance learning to in-person learning. GHC believes that all the actions described in this goal contributed to providing a sense of belonging for students, staff, and teachers.

### 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.

Based on feedback we received from our charter authorizer, GHC reviewed and edited the goals to ensure the action items and financials were better aligned. All of the action items for Goal 4 listed in the 2021-2022 LCAP are reflected in the 2022-2023 LCAP but are categorized to make financial reporting easier and clearer.

All actions described have been implemented, and with exception to COVID-19 guidelines, little challenges arose.

As is the challenge with goals focused on social-emotional learning, GHC is currently discussing how to measure the impact of our SEL services and actions. GHC partnered with Panorama Education to implement an intervention tracking dashboard that provides the school with the ability to progress monitor students who receive various intervention services. GHC is currently in the planning phase of implementing the tool with the high school Intervention Coordinator leading the project and partnering with various departments across the TK-12 program.

Additionally, the Wellness Center at the high school opened this year with some incredible internal metrics:

- Over 2,800 unique check-ins from students this school year
- Over 3,500 units of service provided (1:1 interactions, phone calls with parents, groups, etc.).
- Over 650 students who are first-time clients of a school wellness program or school social worker.
- Grade level breakdown (approximately) - 200 students from Grade 9, 200 students from Grade 10, 150 students from Grade 11, and 200 students from Grade 12.
- 2800 students checked into the Wellness Center during 2021-2022.

Moving forward, the Wellness Center will continue to refine their data collection systems and use that information to create goals and aspirations.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

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.

The actions associated with this goal can be listed within the following category:  
 1. Professional Development and Learning - All the actions identified for this goal focus on diversity, inclusion, and enquiry in curriculum, instruction, and assessment. The metrics used to measure progress towards the goal are the percentage of students by race/ethnicity and sub-groups who are enrolled in academic programs, percentage of students by race/ethnicity and sub-groups who are completed a-g course requirements, and the percentage of students by race/ethnicity and sub-groups who complete at least 1 AP or IB course.

## 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 | This metric was removed. See rationale for removal under Goal Analysis section below. | [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 |

| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome      | Desired Outcome for 2023–24 |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
|--|--|----------------|----------------|---------------------|-----------------------------|------------------|-----|------------------|-----|----------------------------|-----|---------------------------------|-----|----------|-----|-------|-----|-------|-----|---|-----------------------|-----------------------|--|-----------|------|---------------------|------------|------------------|-----|------------------|-----|----------------------------|-----|---------------------------------|-----|----------|-----|-------|-----|-------|-----|
| Enrollment in Academic Programs (% of students enrolled in an academic program other than Granada Guaranteed Curriculum) |  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| A-G Course Requirements (% Completed)  | <table border="1"> <thead> <tr> <th>SUB-GROUP</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td><b>ALL STUDENTS</b></td> <td><b>78%</b></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           | <b>ALL STUDENTS</b> | <b>78%</b>                  | African-American | 71% | English Learners | 53% | Students with Disabilities | 32% | Socioeconomically Disadvantaged | 74% | Hispanic | 69% | White | 83% | Asian | 94% | <p>The following data is from DataQuest Four-Year Adjusted Cohort Graduation Rate for the 2020-2021 school year. Data for the 2021-2022 will be available during the summer of 2022.</p> <p>Sub-Group - % Completed</p> <p>All Students - 80%</p> <p>African-American - 71%</p> <p>English Learners - 70%</p> <p>Stu w/ Disabilities - 46%</p> <p>Socioeconomically Disadvantaged - 75%</p> <p>Hispanic - 71%</p> <p>White - 83%</p> <p>Asian - 91%</p> | [Insert outcome here] | [Insert outcome here] | <table border="1"> <thead> <tr> <th>SUB-GROUP</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td><b>ALL STUDENTS</b></td> <td><b>83%</b></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 | <b>ALL STUDENTS</b> | <b>83%</b> | African-American | 76% | English Learners | 58% | Students with Disabilities | 37% | Socioeconomically Disadvantaged | 79% | Hispanic | 74% | White | 88% | Asian | 95% |
| SUB-GROUP  | 2020   |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| <b>ALL STUDENTS</b>  | <b>78%</b>   |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| African-American   | 71%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| English Learners   | 53%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Students with Disabilities   | 32%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Socioeconomically Disadvantaged  | 74%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Hispanic   | 69%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| White  | 83%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Asian  | 94%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| SUB-GROUP  | 2024   |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| <b>ALL STUDENTS</b>  | <b>83%</b>   |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| African-American   | 76%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| English Learners   | 58%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Students with Disabilities   | 37%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Socioeconomically Disadvantaged  | 79%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Hispanic   | 74%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| White  | 88%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Asian  | 95%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Access to Advanced Coursework (% Completing at least 1 AP or IB course within 4 years)                                   | <table border="1"> <thead> <tr> <th>SUB-GROUP</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td><b>ALL STUDENTS</b></td> <td><b>74%</b></td> </tr> <tr> <td>African-American</td> <td>62%</td> </tr> <tr> <td>English Learners</td> <td>44%</td> </tr> <tr> <td>Students with Disabilities</td> <td>12%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>71%</td> </tr> <tr> <td>Hispanic</td> <td>66%</td> </tr> <tr> <td>White</td> <td>72%</td> </tr> <tr> <td>Asian</td> <td>92%</td> </tr> </tbody> </table> | SUB-GROUP      | 2020           | <b>ALL STUDENTS</b> | <b>74%</b>                  | African-American | 62% | English Learners | 44% | Students with Disabilities | 12% | Socioeconomically Disadvantaged | 71% | Hispanic | 66% | White | 72% | Asian | 92% | Data is currently unavailable.  | [Insert outcome here] | [Insert outcome here] | <table border="1"> <thead> <tr> <th>SUB-GROUP</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td><b>ALL STUDENTS</b></td> <td><b>77%</b></td> </tr> <tr> <td>African-American</td> <td>65%</td> </tr> <tr> <td>English Learners</td> <td>46%</td> </tr> <tr> <td>Students with Disabilities</td> <td>15%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>73%</td> </tr> <tr> <td>Hispanic</td> <td>69%</td> </tr> <tr> <td>White</td> <td>75%</td> </tr> <tr> <td>Asian</td> <td>93%</td> </tr> </tbody> </table> | SUB-GROUP | 2024 | <b>ALL STUDENTS</b> | <b>77%</b> | African-American | 65% | English Learners | 46% | Students with Disabilities | 15% | Socioeconomically Disadvantaged | 73% | Hispanic | 69% | White | 75% | Asian | 93% |
| SUB-GROUP  | 2020   |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| <b>ALL STUDENTS</b>  | <b>74%</b>   |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| African-American   | 62%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| English Learners   | 44%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Students with Disabilities   | 12%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Socioeconomically Disadvantaged  | 71%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Hispanic   | 66%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| White  | 72%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Asian  | 92%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| SUB-GROUP  | 2024   |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| <b>ALL STUDENTS</b>  | <b>77%</b>   |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| African-American   | 65%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| English Learners   | 46%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Students with Disabilities   | 15%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Socioeconomically Disadvantaged  | 73%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Hispanic   | 69%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| White  | 75%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |
| Asian  | 93%  |                |                |                     |                             |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |   |                       |                       |  |           |      |                     |            |                  |     |                  |     |                            |     |                                 |     |          |     |       |     |       |     |

# Actions

| Action # | Title                                      | Description   | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 1        | Professional Development Focused on Equity | <p>Professional development, resources, and materials for Equity Learning Series on equitable and inclusive instructional practices - EPOCH Education.</p> <p>Materials and resources for teacher-led professional development on building a diverse classroom library.</p> <p>Partner with Digital Promise to provide professional development, resources, and materials to teachers.</p> <p>Materials, resources, and events to build and facilitate equity learning modules for students to engage in curriculum-based conversations and activities focused on equity and inclusivity.</p> | \$975,000   | Y            |

# Goal Analysis for 2021-2022

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.

## EPOCH Education for TK-8

Successes: In the TK-8 program, professional development from EPOCH was intended to resume during in-person learning. As the year began, the focus of the school and the admin team was on ensuring a safe learning environment that mitigated the impact of COVID-19 and addressed the effects of disrupted learning as a result of distance learning. The TK-8 admin team will review their 2022-2023 professional development planning and determine if EPOCH Education should be renewed or if another program or partnership should take its place.

Challenges: Identifying the space, time, and dedication to the work was difficult because challenges related to COVID-19 guidelines and quarantine took precedence.

## Teacher-Led PD in TK-8

Successes: TK-8 teachers implemented One Book One School program, which is a monthly teacher-led professional development whereby teachers select a professional reading and conduct reading groups to discuss the ideas presented and share classroom experiences. The practice continued throughout the year and has broadened to create readings on building more inclusive environments for students.

Challenges: No known challenges at this time.

## EPOCH Education for High School

Successes: In conversation with admin and department chairs, it was decided that working with EPOCH Education in the high school program would be postponed until Fall 2022. At that time, the leadership team will review relevant data and determine the capacity and parameters of the partnership between the high school program and EPOCH Education.

Challenges: Identifying the space, time, and dedication to the work was difficult because challenges related to COVID-19 guidelines and quarantine took precedence.

## Digital Promise

Successes: In conversation with admin and department chairs, it was decided that working with Digital Promise in the high school program would be postponed until Fall 2022. At that time, the leadership team will review relevant data and determine the capacity and parameters of the partnership between the high school program and Digital Promise.

Challenges: Identifying the space, time, and dedication to the work was difficult because challenges related to COVID-19 guidelines and quarantine took precedence.

## Equity Learning Modules

Successes: This action was used during distance learning and was added to the 2021-2022 LCAP in case the school had to resume instruction in that format. As a result, there was no action implemented related to this item.

Challenges: GHC is currently reviewing this action to determine if it will have the desired impact for in-person learning.

## An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

With return to school and the challenges GHC experienced with implementing COVID safety guidelines from local and state health departments, goals and actions shifted in priorities to address the need for implementing systems related to COVID (testing, social distancing, masking/PPE, and quarantine guidelines and teaching). The differences between expenditures and estimated actuals are caused by the shifting needs and priorities of the school in order to successfully re-open school safely.

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

The actions described in this goal were temporarily placed on hold and suspended until the 2022-2023 school year. There are several reasons for the delay in action. The first reason is that department and instructional leadership decided to suspend the partnerships with Digital Promise and EPOCH Education in order to focus teacher preparation and training on how to address the needs of students who experienced a multitude of interruptions and challenges to learning because of COVID-19. The second reason is that the high school chose to focus professional development on Capturing Kids' Hearts, which is a program designed to build safe, supportive schools. The high school chose to focus professional development in this area in order to support students' transition back to in-person learning.

One highlight from this goal is the TK-8's One Book One School program, which was teacher-led professional development that focused on reading and learning about equitable instructional practices.

Lastly, as a school we have had discussions throughout the year in which issues of equity were presented - from course enrollment, enrollment in academic programs, and designing equitable and inclusive instructional practices. As a result of those questions, a few common questions have emerged: What does equity mean to Granada Hills Charter and how do we measure it? What are the key levers that need to be activated in order to address issues of equity?

## 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.

Based on feedback we received from our charter authorizer, GHC reviewed and edited the goals to ensure the action items and financials were better aligned. All of the action items for Goal 5 listed in the 2021-2022 LCAP are reflected in the 2022-2023 LCAP but are categorized to make financial reporting easier and clearer.

In order to accurately measure the spirit and intent of the goal, the first metric, which measures CSTP 2.1 and CSTP 2.2, were removed. Though the instructional practices described in those standards are necessary towards building a positive and safe learning environment, they do not accurately assess the degree to which GHC is providing equitable and accessible learning opportunities.

The metric proposed that would provide a more accurate measurement of equity and inclusion is the percentage of students by race/ethnicity and sub-group who are enrolled in an academic program. This metric will provide the school with a snapshot of the extent to which academic programs are attractive to unduplicated students and marginalized students. It will also provide the school with an opportunity to allocate resources and efforts towards engaging in conversations with those students and families.

Action Item 5 will be removed because it was implemented during distance learning and was not intended for in-person school instruction.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

|   |   |
|---|---|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent)  |
| \$5,793,956.00  | Granada Hills Charter does not receive a concentration grant add-on. Therefore, this prompt does not apply. |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar        | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|--------------------------------|---|
| 10.32%  | [Insert percentage here]%   | [\$[Insert dollar amount here] | 10.32%  |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

GOAL 1:  
 Technology, Data Processing, and Professional Development

1. The needs of unduplicated students were considered first for these actions by reviewing student performance data and shifting school demographics and by identifying professional development needs and curriculum that would provide the level of differentiation needed. Additionally, GHC wanted to ensure these students had updated laptops and access to wifi/internet.
2. These actions are effective in meeting the goals for unduplicated students by ensuring they have access to working and updated technology and that teachers are planning units that are differentiated. Additionally, online resources provide unduplicated students with access to materials they may not have at home and that provide additional support to meet their needs.

Academic Assessments.

1. The needs of unduplicated students were considered first for these actions by determining the need for more effective, targeted assessments that yield data on these students.

2. These actions are effective in meeting the goals for unduplicated students by providing teachers, department leaders, and administrators with actionable data that can inform professional development, programming, course schedules, etc.

#### Curriculum and Resources and Professional Development

1. The needs of unduplicated students were considered first for these actions by determining the need for supporting teachers with resources, tools, and training for supporting these students.

2. These actions are effective in meeting the goals for unduplicated students by providing teachers with the resources, tools, and knowledge needed to effectively support these students in the classroom.

#### Specialized Services for Unduplicated Students and Professional Development

1. The needs of unduplicated students were considered first for these actions by determining the need for supporting teachers with resources, tools, and training for supporting these students.

2. These actions are effective in meeting the goals for unduplicated students by providing teachers with the resources, tools, and knowledge needed to effectively support these students in the classroom.

#### Student Support and Intervention and Summer School Programming

1. The needs of unduplicated students were considered first for these actions by determining the need for providing these students with opportunities to recover credits, have access to tutoring, as well as acclimate to school expectations.

2. These actions are effective in meeting the goals for unduplicated students by providing these students with the opportunities they would not receive during the school year.

#### College and Career Counselors

1. The needs of unduplicated students were considered first for these actions by determining these students need additional attention and focus when providing recommendations for courses as well when communicating with their parents/guardians.

2. These actions are effective in meeting the goals for unduplicated students by ensuring our college counselors are addressing the specific needs of these students and their families.

#### CTE - Staff, Materials, and Supplies

1. The needs of unduplicated students were considered first for these actions by providing these students with alternatives and options for exploring CTE careers in addition to their college-preparation coursework.

2. These actions are effective in meeting the goals for unduplicated students by allowing students the opportunity to explore and apply their learning from other courses into their CTE coursework.

#### GOAL 2:

##### Professional Development and Resources

1. The needs of unduplicated students were considered first for these actions by identifying and reviewing materials and resources that meet the needs of these students.

2. These actions are effective in meeting the goals for unduplicated students by providing these students with the materials and resources needed for them to be successful.

##### Certificated and Classified Staffing

1. The needs of unduplicated students were considered first for these actions by ensuring teachers are properly credentialed and have demonstrated knowledge and/or expertise in supporting these students. Classified staff are high-quality and have some familiarity with working with unduplicated students.

2. These actions are effective in meeting the goals for unduplicated students by ensuring these students have teachers and staff who are properly trained and educated to help with their specific needs.

##### School Facilities and Maintenance and Student Meals

1. The needs of unduplicated students were considered first for these actions by ensuring the school follows local, state, and federal regulations associated with these students.

2. These actions are effective in meeting the goals for unduplicated students by ensuring the school is in compliance with all local, state, and federal regulations regarding facilities and meals for these students.

#### GOAL 3:

Student Engagement and Participation in School Community - describe 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.

1. The needs of unduplicated students were considered first for these actions by ensuring opportunities for student voice are accessible and in different languages.

2. These actions are effective in meeting the goals for unduplicated students by ensuring these students have the same level and type of access to communicate their concerns and feedback.

Parent Engagement and Participation in School Community - describe ongoing and varied opportunities for parents to provide feedback on school academics and culture through surveys, advisory councils, PTAs, and through volunteer opportunities to participate in school-wide events and workshops.

1. The needs of unduplicated students were considered first for these actions by ensuring opportunities for parents/guardians' voices are accessible and in different languages.
2. These actions are effective in meeting the goals for unduplicated students by ensuring that parents/guardians of these students have the same level and type of access to communicate their concerns and feedback.

Equitable, Inclusive, and Safe School Climate for All Educational Partners - describes the school-to-family personalized communication program 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.

1. The needs of unduplicated students were considered first for these actions by
2. These actions are effective in meeting the goals for unduplicated students by

#### GOAL 4:

Individualized Students Supports - Actions 1 through 5 support students' social-emotional learning by implementing a system for reviewing individual student data and profiles at key transitional grade levels (TK to K, K to First, Fifth to Sixth, Eighth to Ninth) to ensure a seamless and successful learning continuum; and, creating a homeroom/advisory period for all students in Grades 6-8 for greater individualized support and daily connection to teachers and school community. The high school program will continue offering psychological and mental health services for students displaying and/or experiencing social-emotional issues.

1. The needs of unduplicated students were considered first for these actions by determining which students will need the most support as they transition between key grade levels.
2. These actions are effective in meeting the goals for unduplicated students by ensuring these students' needs are directly planned for and addressed as they transition between key grade levels.

Classroom Supports - Actions 6 and 7 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.

1. The needs of unduplicated students were considered first for these actions by understanding the challenges and struggles these students face and identifying a resource that would help teachers and students address these needs.
2. These actions are effective in meeting the goals for unduplicated students by providing teachers and students with the resources and knowledge needed to help these students address and manage their social-emotional needs.

#### GOAL 5:

Professional Development and Learning - All the actions identified for this goal focus on diversity, inclusion, and enquiry in curriculum, instruction, and assessment.

1. The needs of unduplicated students were considered first for these actions by reviewing data to identify programs and opportunities where access and equity for unduplicated students were disparate compared to the school.
2. These actions are effective in meeting the goals for unduplicated students by ensuring teachers, staff, and administrators are identifying gaps in equity and inclusion for all students, especially unduplicated students.

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

The following items describe some of the actions GHC will review and consider increasing or improving in order to support unduplicated students.

- Increasing staffing in the Career and College Counselor office to provide assistance directly to unduplicated students, specifically English Learners.
- Improving teacher planning and collaboration with a special focus on differentiating instruction using Canvas Learning Management System and other online learning tools that meet the specific needs of unduplicated students.
- Improving curriculum and supplemental materials to reflect the standards, frameworks, and practices of UDL and other state standards for supporting English Learning.
- Improving Chromebooks for all students, including unduplicated students, to ensure access to all of GHCs online tools and resources.
- Increasing English Learner support in History and other classes.
- Improving before, during, and after school support through partnerships and in coordination with other state and federal grants
- Improving efforts to support student social-emotional learning and mental health services to address specific needs of unduplicated students.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Granada Hills Charter does not receive a concentration grant add-on. Therefore, this prompt does not apply.

|   |  |   |
|---|--|---|
| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent   |
| Staff-to-student ratio of classified staff providing direct services to students            | 52:1<br>(Enrollment is based on October/census count.)     | Granada Hills Charter does not receive a concentration grant add-on. Therefore, this prompt does not apply. |
| Staff-to-student ratio of certificated staff providing direct services to students          | 21:1<br>(Enrollment is based on October/census count.)     | Granada Hills Charter does not receive a concentration grant add-on. Therefore, this prompt does not apply. |





## 2021-2022 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$ 72,357,523.00                                     | \$ 73,151,354.00                                  |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1                  | 1                    | Planning for High Quality Instruction  | No   | \$ 3,192,404                                   | \$ 3,064,708                                      |
| 1                  | 2                    | Instructional Leadership Development   | No   | \$ 1,799,918                                   | \$ 1,835,916                                      |
| 1                  | 3                    | Internal Assessment System Development   | No   | \$ 120,000                                     | \$ 15,000   |
| 1                  | 4                    | Research-Based Pedagogy & Professional Development   | Yes  | \$ 452,554                                     | \$ 438,977  |
| 1                  | 5                    | Differentiating Instruction for Students with Disabilities, English Learners, and additional identified students through consistent monitoring | No   | \$ 10,114,059                                  | \$ 10,215,200                                     |
| 1                  | 6                    | Interventions to Support Struggling and At-Risk Students   | Yes  | \$ 1,680,846                                   | \$ 1,714,463                                      |
| 1                  | 7                    | College Guidance and Support   | Yes  | \$ 541,094                                     | \$ 546,505  |
| 1                  | 8                    | CTE Programming and Professional Development   | No   | \$ 1,142,140                                   | \$ 1,176,404                                      |
| 2                  | 1                    | Implementation of State Standards and Frameworks for Student Learning Outcomes   | No   | \$ 2,677,646                                   | \$ 2,704,422                                      |
| 2                  | 2                    | Teacher Credentialing and Teaching Assignments   | No   | \$ 22,752,346                                  | \$ 22,297,299                                     |
| 2                  | 3                    | Building Students' Self-Advocacy and Efficacy  | No   | \$ 72,216                                      | \$ 69,327   |
| 2                  | 4                    | Facilities Maintenance, Food Program, Office Staff   | No   | \$ 18,388,392                                  | \$ 19,491,696                                     |
| 3                  | 1                    | Student Engagement and Participation in School Community   | No   | \$ 6,438,962                                   | \$ 6,374,572                                      |
| 3                  | 2                    | Parent Engagement and Participation in School Community  | No   | \$ 60,970                                      | \$ 61,579   |





## 2021-2022 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 50,524,036   | \$ 5,287,302  | 0.00%  | 10.46%  | \$ 6,823,091   | 13.50%  | 27.01%   | \$0.00 - No Carryover  | 0.00% - No Carryover                              |

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

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

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

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

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

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

# Requirements and Instructions

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

## **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

## Goals and Actions

### Purpose

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

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

# Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

## ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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

## ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for Year 3 (2023–24)   |
|---|---|---|---|---|--|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric. |

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).