

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Granada Hills Charter

CDS Code: 19 64733 1933746

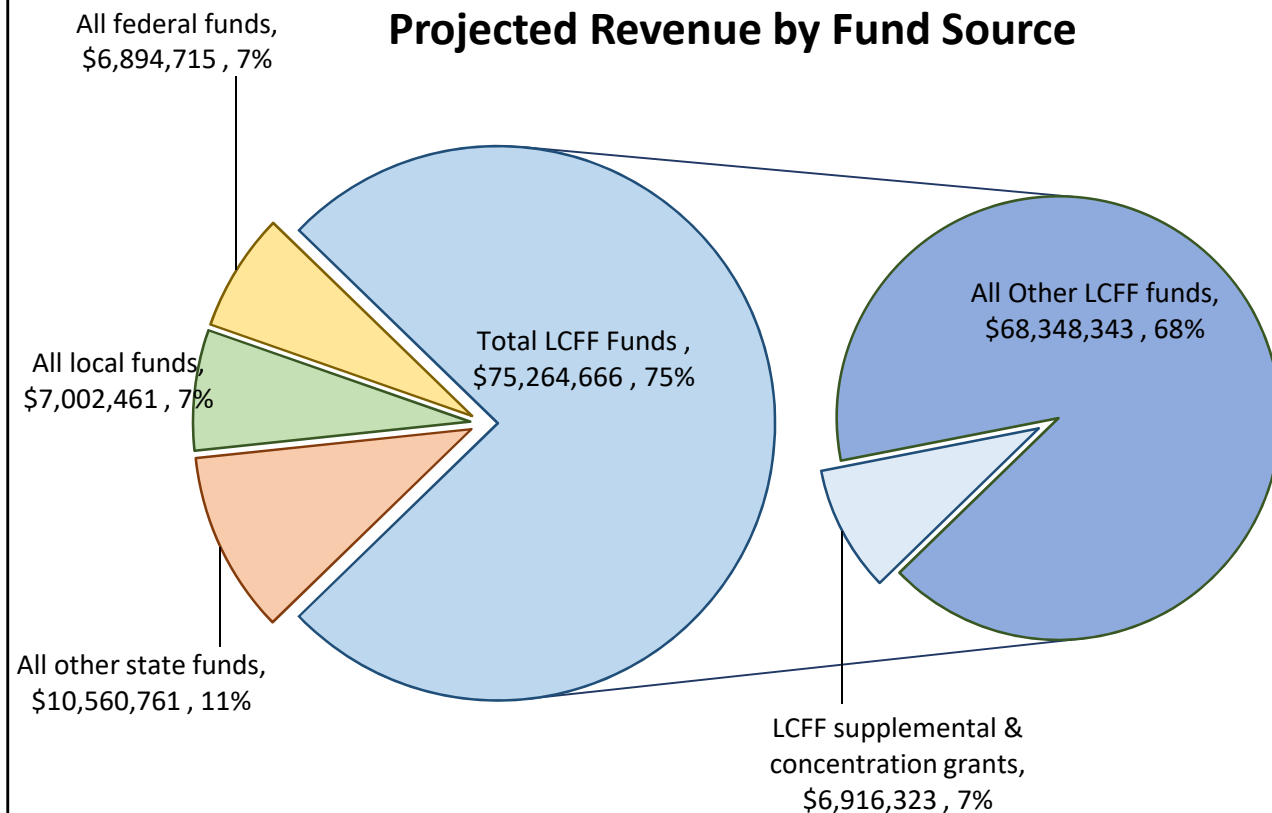
School Year: 2023-24

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

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

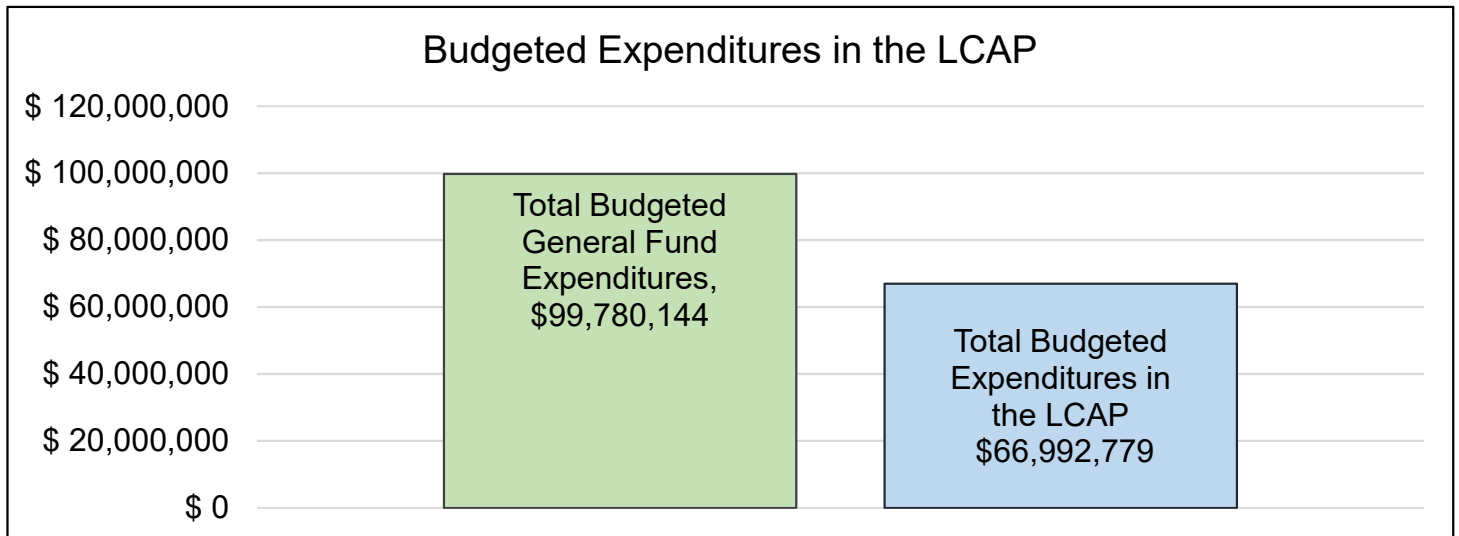


This chart shows the total general purpose revenue Granada Hills Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Granada Hills Charter is \$99,722,603.00, of which \$75,264,666.00 is Local Control Funding Formula (LCFF), \$10,560,761.00 is other state funds, \$7,002,461.00 is local funds, and \$6,894,715.00 is federal funds. Of the \$75,264,666.00 in LCFF Funds, \$6,916,323.00 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 2023-24. 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 \$99,780,144.00 for the 2023-24 school year. Of that amount, \$66,992,779.00 is tied to actions/services in the LCAP and \$32,787,365.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

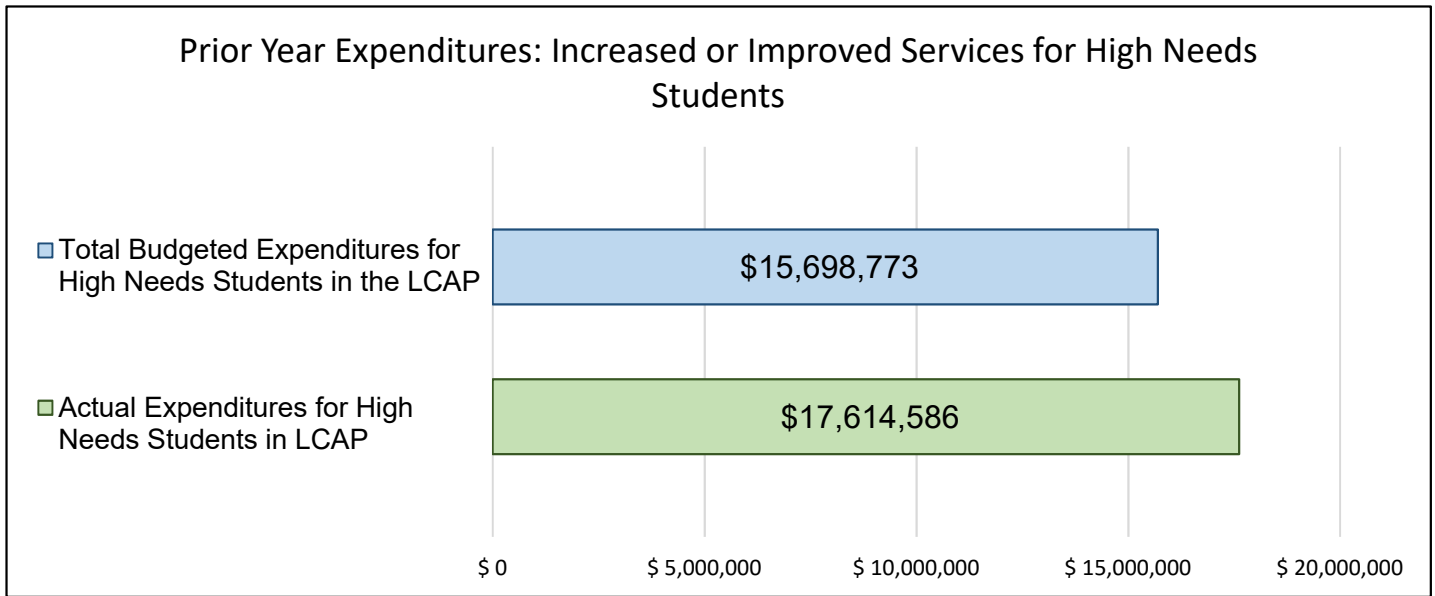
Expenses not captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the education program. Larger expenses not mentioned include charter authority oversight fee, facility M&O and leasing, general insurance, other fees and services, depreciation and 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 2023-24 School Year

In 2023-24, Granada Hills Charter is projecting it will receive \$6,916,323.00 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 \$9,099,203.00 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 2022-23



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 2022-23, Granada Hills Charter's LCAP budgeted \$15,698,773.00 for planned actions to increase or improve services for high needs students. Granada Hills Charter actually spent \$17,614,586.00 for actions to increase or improve services for high needs students in 2022-23.

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 Interim Administrative Director of Instruction	franktarczynski@ghctk12.com (818) 360-2361

Plan Summary 2022-2023

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 2022-23 school year, Granada Hills Charter (“GHC”) is in its twentieth 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 to provide a variety of academic programs and supports starting in transitional kindergarten through twelfth grade to ensure every student graduates ready for college and career. The Governing Board continues to provide oversight of school performance and oversight and 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, families, faculty, and staff and implementing systems and strategies to immediately address those needs is an ever-evolving process of learning, reflection, and improvement throughout the year. For 2021-2022, LAUSD Charter Division rated Granada Hills Charter a “4” in the Annual Performance-Based Oversight Visit report for Governance, Organizational, Management, Programs, and Operations, and Fiscal Operations; and a rating of “High Performing” for Student Achievement and Educational Performance. GHC’s well-developed academic programs complemented by a strong business and operations model is the hallmark of Granada Hills Charter’s success.

ACADEMIC PROGRAMS

GHC maintains a fiscally sound budget while devoting considerable resources to 21st century teaching and learning. Within the traditional instructional program GHC offers a variety of academic programs for student selection: New Media; Global Business and Finance; Science, Technology, Engineering and Mathematics (STEM); Granada Guaranteed Curriculum; and, Independent Study. 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 provides 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 Independent Study program incorporates online and face-to-face instruction. The Independent Study Program serves students who need a flexible schedule while offering a rigorous academic experience in an alternative NCAA-approved, blended-learning instructional model. Throughout all 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 2022-2023 population of 5,869 students consists of the following races/ethnicities: 41% percent Hispanic; 17% percent Asian; 9% Filipino; 4% percent Black or African-American; 0.34% percent American Indian or Alaska Native; 0.46% percent Native Hawaiian or Other Pacific Islander; 24% percent White; 1% percent Multiple Ethnicities. Students with disabilities make up approximately 8% of the total population. Unduplicated students make up approximately 51% of the total student population (students identified as English Learners is 2.5%; students identified as being socioeconomically disadvantaged is 48%, and students identified as being homeless or foster youth is .51%).

Reflections: Successes

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

This year Granada Hills Charter has made significant improvements in multiple areas of student and teacher learning, making it difficult to highlight just one accomplishment or learning outcome. Among the most noteworthy of these accomplishments, however, is our authorization as an International Baccalaureate (IB) Middle Years Programme (MYP), our launch and use of the Canvas Learning Management System (LMS), our emphasis on creating culturally responsive teaching and learning environments, and our ability to engage students through extracurricular activities, especially as the school continues to transition out of the COVID-19 pandemic.

2022 CALIFORNIA DASHBOARD PERFORMANCE LEVELS

In preparation for the 2022-2023 school year, GHC reviewed the California Dashboard to identify areas of continued achievement in order to identify systems and practices that are efficient, effective, and lead to improved student outcomes.

Section I: Academic Performance

English/Language Arts: Overall, 1,587 students at GHC scored Very High (62.6 points above standard and 74.8 points higher than the state) on the state summative assessment for English/Language Arts with the following student groups scoring either High or Very High: 625 students identified as Hispanic scored High (42 points above standard and 80.6 points higher than the state for the same student group); 836 students identified as being Socioeconomically Disadvantaged scored High (39.6 points above standard and 81 points higher than the state for the same student group); 66 students identified as African American scored Very High (52.8 points above standard and 110.5 points higher than the state for the same student group); 279 students identified as Asian scored Very High (97.8 points above standard and 34.8 points higher than the state for the same student group); 148 students identified as Filipino scored Very High (80 points above standard and 37.1 points higher than the state for the same student group); and 400 students identified as White scored Very High (64.2 points above standard and 42.3 points higher than the state for the same student group).

Mathematics: Overall, 1,590 students at GHC scored High (10.5 points above standard and 62.2 points higher than the state) on the state summative assessment for Mathematics with the following student groups scoring either High or Very High: 148 students identified as Filipino scored High (31.7 points above standard and 29 points higher than the state for the same student group); 401 students identified as White scored High (15.8 points above standard and 29.2 points higher than the state for the same student group); and, 279 students identified as Asian scored Very High (73.6 points above standard and 25.2 points higher than the state for the same student group).

English Learner Progress: Overall, 88 students (or 63.6%) identified as English Learners are making progress towards English language proficiency for a rating of High. This is 13.3% higher than the state's progress for students identified as English Learners.

Section II: Academic Engagement

Chronic Absenteeism: Overall, of the 1,005 students at GHC, approximately 8.2% are chronically absent for a rating of Medium. This is 21.8% lower than the state's 30% chronically absent for a rating of Very High. 170 students identified as Asian have a 4.1% chronically absent percentage for a rating of Low, which is 7.4% lower than the state's percentage for the same student group; 42 students identified as being Two or More Races have a 4.8% chronically absent percentage for a rating of Low, which is 20.3% lower than the state's percentage for the same student group; 35 students identified as African American have a 5.7% chronically absent percentage for a rating of Medium, which is 37.2% lower than the state's percentage for the same student group; 109 students identified as Filipino have a 6.4% chronically absent percentage for a rating of Medium, which is 9.8% lower than the state's percentage for the same student group; and, 226 students identified as White have a 6.2% chronically absent percentage for a rating of Medium, which is 15.7% lower than the state's percentage for the same student group.

Graduation Rate: In 2022, 1,177 (96.9%) students graduated from GHC for an indicator rating of Very High. This is 9.5% higher than the state percentage of 87.4% for an indicator rating of Medium. No student population was rated Very Low, Low, or Medium. 44 students

(93.2%) of students identified as African American graduated for an indicator rating of High, which is 13.7% higher than the state's percentage of 79.5%; 42 (90.5%) of students identified as English Learners graduated for an indicator rating of High, which is 17.2% higher than the state's percentage of 73.3%; 134 (94%) of students identified as having a disability graduated for an indicator rating of High, which is 18% higher than the state's percentage of 75.2%; 189 (98.9%) of students identified as Asian graduated for an indicator rating of Very High, which is 3.6% higher than the state's percentage of 95.2%; 112 (97.3%) of students identified as Filipino graduated for an indicator rating of Very High, which is 1.85% higher than the state's percentage of 95.5%; 481 (97.5%) of students identified as Hispanic graduated for an indicator of rating of Very High, which is 12.2% higher than the state's percentage of 85.3%; 819 (96.9%) of students identified as socioeconomically disadvantaged graduated for an indicator rating of Very High, which is 11.8% higher than the state's percentage of 85.1%; and, 314 (95.2%) of students identified as White graduated for an indicator rating of Very High, which is 4.4% higher than the state's percentage of 90.8%.

Section III: Conditions and Climate

Suspension Rate: In 2022, 0.3% of all k-12 students (5,800) were suspended at least one day for an overall rating of Very Low. This is 2.8% lower than the state's percentage of 3.1% of students being suspended at least one day. No student population was rated Very High, High, or Medium. 1.2% of 170 students identified as Two or More Races were suspended at least one day for an indicator rating of Low, which is 1.7% lower than the state's percentage of 2.9%; 1.2% of 566 students identified as having a disability were suspended for at least one day for an indicator rating of Low, which is 4.2% lower than the state's percentage of 5.4%;

134 (94%) of students identified as having a disability graduated for an indicator rating of High, which is 18% higher than the state's percentage of 75.2%; 189 (98.9%) of students identified as Asian graduated for an indicator rating of Very High, which is 3.6% higher than the state's percentage of 95.2%; 112 (97.3%) of students identified as Filipino graduated for an indicator rating of Very High, which is 1.85% higher than the state's percentage of 95.5%; 481 (97.5%) of students identified as Hispanic graduated for an indicator of rating of Very High, which is 12.2% higher than the state's percentage of 85.3%; 819 (96.9%) of students identified as socioeconomically disadvantaged graduated for an indicator rating of Very High, which is 11.8% higher than the state's percentage of 85.1%; and, 314 (95.2%) of students identified as White graduated for an indicator rating of Very High, which is 4.4% higher than the state's percentage of.

CAPTURING KIDS' HEARTS / SECOND STEP

Granada Hills Charter High School began implementing Capturing Kids Hearts, a whole-school program that focuses on culture change, inside and outside the classroom, through tools for building positive 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 before the start of 2021-2023 school year. Additional training sessions, led by GHC teachers, were implemented throughout the 2021-2022 and 2022-2023 school years. Additional activities, designed to foster a staff social contract as well as encourage staff to share affirming statements with one another, have

also been implemented throughout both years. To date, there is evidence that more than 75% of all teachers are using this model, to some degree, within their classes. The rollout of this program is planned for the next two to three years.

WELLNESS CENTER / STUDENT RESOURCE 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 fielded fewer PMRT calls this year compared to last year. The Wellness Center continues to host several student and parent workshops, including: 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 Child and Family Guidance, and The OCD center of Los Angeles. The Wellness Center also conducted several presentations to students on sexual consent and diversity, equity, and inclusion.

CANVAS LEARNING MANAGEMENT SYSTEM

GHC successfully launched the use of Canvas LMS, which will have a significant impact on both teacher and student learning outcomes. Our adoption of Canvas this year begins a multi-year rollout. We selected Canvas because it is the platform used by almost all of the California Community Colleges, the California State University system, and the University of California system, where approximately 90% of our students attend after graduation. Initially planned as a pilot, approximately 80% of our teachers who teach grades 6-12 chose to utilize Canvas LMS in the first semester. Once fully implemented, the use of Canvas will streamline the teaching and learning processes, enhance communication with students and parents, and improve our ability to provide timely feedback to students. With Canvas, teachers are able to more effectively design student-centered learning experiences, monitor student progress, and create a more personalized learning environment. More details about our Canvas implementation are included below in our response to question six.

IB MYP AUTHORIZATION

GHC's authorization as an IB MYP World School (for grades 6-10) is a significant accomplishment, reflecting our commitment to providing a comprehensive, globally recognized education to its students. This achievement is the culmination of three years of planning and preparation, of teacher collaboration and training, and significant work aimed at vertically integrating teaching and learning from our IB Primary Years Programme (grades TK-5) through our IB Diploma Programme (grades 11-12). This authorization affirms the school's efforts to foster critical thinking, inquiry, intercultural awareness, student service work, and criterion assessed holistic learning, all of which are vital for today's learners. This recognition has enabled us to offer a rigorous and challenging academic curriculum that is centered around key

concepts, inquiry-based learning, and interdisciplinary teaching. The impact of this initiative on student learning will be immense, as we look to offer this experience to all students in grade 6-8 and approximately 180-200 students in each of grade 9 and 10.

CULTURALLY RESPONSIVE TEACHING AND LEARNING

GHC's emphasis on creating culturally responsive teaching and learning environments is yet another significant practice that has had a profound impact on student and teacher learning. With such a diverse student population, we understand that our lessons and course offerings must also be diverse. The school has implemented various strategies to support this understanding, including targeted department level professional development, the creation of specialized courses around topics students are interested in, and workshops for students on diversity and bias. The impact of this initiative on student learning outcomes has been remarkable, as it has facilitated the development of a more inclusive and equitable school culture that supports both academic and social-emotional growth. One significant outcome of this practice in grades 9-12 is that teachers have designed a variety of specialized courses that meet the requirements of the California subject standards and Frameworks and student interests. For example, in English twelfth grade students can select courses such as *Heroes and Villains* or *True Crime*; in Social Studies, 11th grade students can select from United States History courses taught through the lenses of the Women's Experience and the Los Angeles Experience. In the coming years, we will increase our offerings to include AP African American Studies, Ethnic Studies, United States History through the lenses of the African American Experience, the Immigrant Experience, and the Power of Imagery and Photography in America. Science and Math teachers, too, are designing courses to meet the interests of students. In the coming years, Science teachers will begin teaching relevant Project Lead the Way courses in Biology and Computer Science, and students will be able to select from Informational Data Science and Financial Life Cycle for their fourth year of mathematics. Teachers have also benefited from this initiative, as they have been empowered to design and deliver more culturally responsive lesson plans, which have helped to foster a more supportive and empathetic learning environment.

STUDENT ENGAGEMENT

Granada Hills Charter School takes pride in the accomplishments of our academic and athletic teams. This year, approximately 3000 students actively participate in our enrichment and extracurricular programs. Our academic teams had a remarkable year with the Model United Nations team, consisting of over 120 students from grades 6-12, advancing to the New York High School Model United Nations competition held at the United Nations. In addition, six of our students earned the privilege of speaking at the U.N. Secretary General's podium. Our Academic Decathlon team continued its success with a second place California state finish, while our robotics team redesigned its entire drive system and coding, earning one of the top spots at the San Diego regional competition. Our Robotics team will compete in the World Robotics competition in April, having placed second to a United States Robotics Hall of Fame team and ahead of another Hall of Fame team. Our Speech and Debate team is also sending two students to the national debate competition in April. In addition to our academic teams, our athletic teams have had a remarkable year. Our Football team advanced to the California CIF state final game, winning its first City Championship in 30 years along the way showcasing the dedication, hard work, and perseverance of our athletes and coaches.

Additionally, our Girls Volleyball and Cross Country teams both won Open Division Championships. These accomplishments demonstrate our commitment to provide opportunities for students to engage in a wide range of competitive athletic and academic teams. Girls Basketball advanced to the Open Division Championship game, and Wrestling saw two students qualify for the CIF State Championship. Boys Basketball, Boys Soccer, Girls Soccer, Girls Water Polo all made playoff runs this year. One of the highlights of our student engagement in grades 9-12 is that many of our academic and athletic teams mentor our TK-8 student extracurricular and enrichment programs. At Granada, we understand that involved, engaged students bring their leadership and motivation into the classroom; for this, we intentionally cultivate a wide variety of extracurricular activities for students of all interests and abilities.

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. GHC met with McTighe and Associates to develop an implementation and learning plan for rollout of UbD in the Fall of 2023.

STATE GRANTS

GHC was the recipient of several competitive and non-competitive grants this year, including:

California Community Schools Partnership: According to the CDE website, this competitive grant “supports schools’ efforts to partner with community agencies and local governments to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.” GHC will use the grant to engage in partnerships with outside agencies and organizations to provide additional mental health and social-emotional support to students in TK-8 and high school.

Learning Recovery Emergency Block Grant: According to the CDE website, this grant “provides funding to county offices of education, school districts, and charter schools to be used for learning recovery initiatives through the 2027-28 school year that, at a minimum, support academic learning recovery, and staff and pupil social and emotional well-being.” GHC is currently on hold for how to utilize these funds to address student and school needs.

Arts, Music, and Instructional Materials Discretionary Block Grant: According to the CDE website, this grant is for “obtain[ing] standards-aligned professional development and instructional materials in specified areas, obtain professional development on improving school culture, develop diverse and culturally relevant book collections, operational costs and COVID personal protective equipment.” GHC will use the funds from the grant to purchase new curriculum materials for TK-8 and high school.

Anti-Bias in Education Grant: GHC won a competitive grant for providing anti-bias education and training to prevent and address bias against “any group of people based on race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, or any actual or perceived characteristic listed in Section 422.55 of the Penal Code.” GHC intends to utilize the funds to assess the school’s approach to equity and to develop an understanding of how to support the needs of every student.

A-G Improvement Grant: According to the CDE website, this grant “provides additional supports to local educational agencies (LEAs) to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California.” GHC is using the funds to provide credit recovery programs and for expanding College and Career resources.

Expanded Learning Opportunities Program (TK-6): According to the CDE website, this grant “provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.” GHC is using the funds to provide afterschool and summer programs for the intended grade levels.

ACADEMIC PROGRAMS

As part of GHC’s instructional program, the high school offers several academic programs that are focused on specific student learning outcomes. Below is a list of the academic programs offered at the high school and their identified successes for the 2022-2023 school year.

International Baccalaureate (IB) Program: The International Baccalaureate Diploma Programme at GHC is a highly rigorous and selective program that provides students with a rigorous, college-ready curriculum. The most easily quantifiable strength of the program is students’ strong performance on externally assessed subjects, as indicated by success in earning the IB Diploma. In 2022, 77% of students enrolled in the program met the requirements and scored well enough on IB exams to earn the diploma. This number is lower than the 86% global rate for IB, but is strong by comparison when context is considered. Most schools that offer the IB Diploma Programme allow students to pick and choose subjects to test in. However, at GHC, all students in the program are required to pursue the diploma. The result is that the diploma pass rate is lower than the global average. The strength of the program is better evidenced by the mean score of 31 on the diploma for GHC students, compared to 32 for the global average. Other strengths include a nearly 100% college admissions rate at either a 4-year or 2-year university, and a strong sense of community among the students on campus.

Science, Technology, Engineering, and Mathematics (STEM) Program: The STEM program added AP Seminar as English course with interest from and enrollment of STEM students; was awarded an LADWP grant and used those funds to start a speaker series; gained approval to implement Project Lead The Way course, Principles of Biomedical Science which will start next year; all STEM students enrolled in a STEM English class this year participated in the National Cooper Hewitt Design Competition. One of our STEM freshmen won an honorable mention at the national level; and awarded several scholarships to students.

New Media Academy (formerly Humanitas): Humanitas formerly changed its name to New Media Academy in order to shift its focus from a traditional Humanitas program to a Humanitas in the 21st century approach. The teachers in the New Media Academy visited other schools that have a similar program in which media production merges with content. The teachers also collaborated to create a new vision statement for the academy and are currently working with University of California Curriculum Integration to learn how they could adjust or explore new A-G content courses that pair with media production - a CTE pathway. Selected students in the program were engaged in a pilot program between the New Media Academy and GHC's Communications team in which students were tasked with leading GHC's social media platforms, integrating writing, photography, and videography in a social media landscape. Students also experienced field trips to the following places to learn about behind the scenes production: Warner Brothers Studios, Los Angeles Holocaust Museum, LA County Museum of Art, and the LA County Zoo.

CAREER TECHNICAL EDUCATION (CTE)

GHC CTE programs had 136 pathway completers in the 2022 graduation class (13% of all graduates) - 70 Business & Finance, 21 Transportation, 15 Engineering and 30 Performing Arts. All GHC CTE pathways hold regular trade specific advisory meetings that evaluate various elements of a high quality CTE program. The most recent trade specific advisory meetings are reported below for each of our pathways:

Business CTE Pathway - October 2022, Valley Industry & Commerce Association (VICA) Economic Summit provided Andrew Nelson, CTE Department Chair, with an opportunity to share our GHC CTE curriculum while getting feedback on its effectiveness in advancing students' employable skills. Another VICA event ("Extraordinary Women in Leadership" - March 2023) provided an opportunity for 25 students and Mr. Nelson to examine gender equity in the classroom and workplace at large. In March 2023, Tim Turnquist (GHC DECA Co-Advisor) attended multiple breakout meetings (some informal and some formal), all oriented toward best practices for CTSO integration. October 2022, February 2023 and April 2023, Andrew Nelson (CTSO Coordinator/DECA co-Advisor) had in-person meetings with Ryan Hollbrook, Director of the CSUN Nazarian School of Business & Economics. Continued collaboration between CSUN and our GHC business pathway was discussed including use of CSUN Business Honors Association members as assistant coaches for SCDC preparation in 23-24'. In 22-23', business pathway students attended two CSUN events - one remote and one in person. Here pathway students interacted with local entrepreneurs and CSUN students/staff. In September 2022, Troy Aiken attended the CA DECA Advisor workshop in San Jose, CA. Here CTE business teachers shared best practices, determined the most effective ways to integrate DECA as their CTSO, and CDE representatives shared updates on regulatory trends.

Engineering CTE Pathway - August through November 2022, our new engineering pathway lead (Diego Martinez) met multiple times each week with local engineers. These volunteer professionals supported our engineering students in their robot design and construction. In July 2022, Diego Martinez attended a weeklong workshop ("Engineer Your World") where a variety of curricular topics addressed challenges of teaching project-based engineering projects. Presentations included strategies for supporting special populations and English language

learners. Robotics competitions provided Mr. Martinez an opportunity to receive actionable feedback from industry professionals and fellow instructors. Here is a list of events attended in 2022-23: August 21 “Wings Over Camarillo”; September 10 “OC Maker Fair”; October 15 “Clash in the Canyon”; October 29-30 “Tidal Tumble”; November 4 “Beach Blitz”; November 5 “VEX Victory in the Valley”; November 13 “VEX Victory in the Valley”; February 4 “Downey VEX HS Tournament”; February 11 “OCSA Tournament”; March 10-12 “Ventura County Regional”; March 23-26 “San Diego Regional”; April 5-9 “Silicon Valley Regional”; and April 18-22 “FIRST National Championships”. Industry partners serving as assistant coaches were Doug King and Niko Gevorgian.

Automotive CTE Pathway - December 2022, Pierce CC hosted a workshop with SFV high school automotive instructors. Topics included but were not limited to - community college roles, new diagnostic equipment, employable skills required by SFV auto dealerships, future of Zero Emission Vehicles (ZEV) as a unit in instruction, pathway funding sources beyond CTEIG and Perkins, vehicle donation programs and several new professional certifications beyond ASE. Abel Saenz maintains relationships with several SFV dealerships - Northridge Toyota (Edward Lujan), Galpin Auto Sports (Mike Martin), Glendale Dodge (Craig Marshall), and Ford Motor Co (Michelle Palmer).

Culinary Arts CTE Pathway - Fall 2022 & Spring 2023 C-CAP Competition breakout meetings provide feedback from local restaurant owners and caterers. Here they share insights into how CTE culinary arts programs can best prepare our hospitality students for employment.

Dance CTE Pathway - October 2022, pathway lead Dana Fukagawa met with Jaleen Murphy Cole where they discussed the GHC dance pathway, teaching CVUSD and career opportunities in dance. November 2022, Lindsay Sarnoff (FIDM representative) met with students and Ms. Fukagawa to discuss career opportunities in dance and the role an “Arts” school might play in pursuing such career aspirations. November 2022 - February 2023, Ms. Fukagawa had six separate meetings with industry professionals who shared current trends in dance choreography and related fields (Meisha Lee, Jeremy Hudson, Stephanie Dutcher-Noori, Damian Gomez, Mandy Moore). Industry specific knowledge gained on productions of Netflix, Nickelodeon, Taylor Swift, Pink, Jason Mraz, and HBO. February-March 2023 - Coordinated with Marc Miranda to establish three professional quality hip hop routines for GHC dance classes and discussed emerging trends in the hip hop field. Met with Jaleen Murphy, Jess Franco and Hank Schmidt to coordinate dance competitions and professional performances for the completer class (work based learning opportunities).

Film CTE Pathway - September 2022-January 2023, pathway lead Melissa Valenzuela had five meetings with Jordan Duke (GHC Communications Director) to coordinate internships for film pathway students. September-December 2022, email coordination with Lisa Sherman and Adam Hartel (GNOMON: School of Animation) regarding field trip to observe professional film production facilities and industry personnel interactions. In October 2022, Ms. Valenzuela visited Saugus High School (Wade Williams) to observe firsthand their video and TV production programs. In February 2023, Ms. Valenzuela visited CHAMPS Charter School of the Arts to observe their digital cinema and media arts programs.

Theater CTE Pathway - August 2022, phone meeting with Willy Yusah (theater educator) to discuss ensemble building exercises, stage crew opportunities and curriculum planning for the theater pathway. September 2022, Jordee Lainey (playwright educator) provided feedback on teaching personal storytelling and work based performance opportunities. Jeremy Jordan (Tony nominated actor) provided his perspective on musical theater staging, interpretation and theater careers. January 2023 meetings with Dawn Demaio and Aaron Brateman (NY drama teachers) shared teaching strategies for script analysis, improvisation and play writing. March 2023, Mr. Fingeret and completer students attended a professional production of “The Secret Garden” and then met with the cast and stage crew to learn more about professional careers in musical theater and other related arts fields.

English Learner Development (ELD) Program: The ELD Program coordinator, administrators, and teachers entered into a three year partnership with Ensemble Learning to review and identify needs for supporting English Learners at GHC. The first phase of the partnership included a landscape audit of the high school ELD Program. The landscape audit included quantitative and qualitative data, including teacher interviews, student interviews, and classroom observations. As a result of the audit, the teachers and program coordinator determined that they should adopt a new ELD curriculum to support the needs of their students. GHC partnered with E.L. Achieve to adopt and implement a new ELD curriculum, which began with a series of professional development sessions during semester 2 with the intention to implement the curriculum in the fall of 2023.

Special Programs: Special Programs focused on implementing CKH and utilizing Canvas so students on an IEP would be better equipped to enter the post secondary learning environments with the skills necessary to advocate for themselves to ensure their success. This aligns closely with Goals #1 and #4.

Independent Study: The program was able to increase the number of Advanced Placement courses offered to the high school students.

TK-8 INSTRUCTIONAL PROGRAM

Below are a few of the successes from the 2022-2023 school year for each grade level and in alignment with the LCAP Goals and school initiatives.

Transitional Kindergarten/Kindergarten: Throughout this year, the Kindergarten grade-level team is most proud of pupil achievement and outcomes, which aligns with LCAP Goal #1. This was demonstrated through consistent assessment, best teaching practices, reflective discussions as a grade-level, and observations. The team is also proud of LCAP Goal #3, Parental Engagement and Student Engagement. This was demonstrated through Class Dojo messages, Google Photos, and weekly Newsletters. The team plans to maintain and build upon this success by continuing open communication in the coming years.

First Grade: The first grade team is most proud of our students, parents, and community. The team provided all the necessary support to reach all learners including before and after school intervention, small group instruction, and one-on-one support. The team focused on providing a warm and welcoming environment where students feel safe to be risk takers. The team welcomed parent engagement both in the

classroom and at home. To keep parents informed, the first grade team sends home weekly newsletters to inform families of upcoming activities and concepts. The team supported students' social-emotional learning, students were provided time to share their thoughts and feelings during talking circles. The team focused on ensuring every student is treated with respect.

Second Grade: Our grade level implemented Second Step to our curriculum, which aligns to LCAP Goal #4 and LCAP Goal #5. We dedicated some of our PD time to learning the curriculum, determining our students' socioemotional needs, how to best support them, our current school resources, and our students' diverse backgrounds. The curriculum focused on developing a growth mindset, emotion management, empathy and kindness, and problem solving. Through implementing this curriculum our students have demonstrated growth both inside and outside of the classroom. Students are using the language and strategies that have been introduced with Second Step to interact more positively within cooperative groups and when solving problems on the playground. Having developed a greater understanding of empathy, the vocabulary used to identify emotions and solve problems, and having strategies to implement when feeling overwhelmed, frustrated, or angry, has helped our elementary students become more engaged in the classroom and happier on the playground. They are empowered by having tools that promote student agency and positive communication. Moving forward, our grade level plans to analyze our students' needs and adjust the curriculum to better meet their emotional and peer interaction needs. For example, we will be shifting our focus to developing empathy skills and problem solving strategies to ensure that students positively engage with one another in academic and social settings. Students will then move onto learning about managing emotions and understand different perspectives. This will help our elementary students better develop social skills that will support a positive school climate.

Fourth Grade: Fourth grade was added this year. The grade level focused on implementing challenging yet exciting curriculum, while also crafting PYP units that can be enhanced and developed in the years to come. Next year the grade level plans to streamline lessons and assessments that are more aligned to the modern backward planning and transfer model.

Sixth Grade: The sixth grade team is most proud of the following initiatives: Goal #4: Supporting Students' Social-Emotional Learning Needs: the team made a commitment this year to be consistent in teaching the second step lesson program this year. The team is proud of having covered most, if not all, lessons within the second step program. The team feels this program gives a good foundation for our students in a "kid-friendly" way that helps to open up conversations around items related to character and social-emotional needs. While there are some adjustments to think about for next year, the team remains hopeful that they have at least gotten 6th grade students to think about these topics. The team plans to continue using this program consistently throughout next year with potential incorporation of community circles to deliver more rich conversations and promote safe spaces. Goal #1: Pupil Achievement and Outcomes: The grade level team is proud of their collective effort in attaining our MYP authorization earlier this year. In particular, the team has made great strides in making sure their curriculum reflects an IB mindset by transferring most of the previous units into IB unit planner templates. The team has also made great improvements in connecting themes and ideas for students in designing interdisciplinary units. The team wants to continue this momentum next year by adapting most of their grading into IB rubrics.

HIGH SCHOOL INSTRUCTIONAL PROGRAM

Below are a few of the successes from the 2022-2023 school year for each department and in alignment with the LCAP Goals and school initiatives.

English/Language Arts: The department is most proud of its work in culturally responsive teaching and incorporating diverse voices and perspectives into the curriculum. The department will continue to use professional development time to build on this success and to use available money to bring new literary works into our classrooms. With respect to the LCAP goals, the department is proud that students continue to perform well on the SBAC and demonstrate success well above the state average (Goal 1). The department attributes this sustained level of high achievement to the department's focus on synthesis and argumentation as a through-line for four years of English. Goal 5 is a source of pride. The steps the department has taken to diversify the curriculum and to offer students choice have increased student engagement in English courses. For example, rising seniors may select from a range of topical courses for their English class. And, the department has opened access to AP for more students by adding AP Seminar for all students in grades 10-12, and allowing 11th and 12th graders to take AP Language or AP Literature in either year. The department will maintain all of the above practices going forward into 2023-24 and beyond.

Mathematics: The department worked to create a vision for the mathematics department. The department wanted to ensure that the decisions about curriculum and professional development were focused around the goals of our department. The department hoped to use the vision statement created to improve instruction, outcomes and the experience for our students. The department jumped into Canvas this year and the entire department is using it to some extent.

Science: The department focused on implementing three instructional strategies: Graphs, Charts, and Data; Data Analysis; Collaborative Learning. With Capturing Kids' Hearts, the department focused on: Initial/welcoming: Social contract posted in most rooms; greeting at the door with welcoming environment (maybe music); teacher chatting with students as circulate room; share good things; During course time: Encouraging people to add on to other students' ideas; maintaining safe space to learn and engage in SEL; Near end of course time: Time to Launch maybe a quote/photo/reminders/meditation. With Canvas, the department met with Department Power User for guidance and training; implemented curriculum by creating lessons/modules; created lesson sequence that has multiple options for student to explore; created assessments/quizzes with a variety of question types for diverse learners; set up rubrics and use for scoring tasks; implemented Savvas integration for Biology content has enabled use of the textbook graded task option.

Social Studies: The Social Studies Department has worked on implementing Canvas this year, with now close to 95% of our department using it exclusively. (LCAP Goal #3) The department has also been working on utilizing Inquiry in a meaningful way with a focus on the modern Frameworks and their emphasis on Inquiry, and Citizenship as well as ever-expanding Content. As we look ahead to next year, the department is in the process of establishing a "skills arc", or set of agreed upon skills that students will build upon year to year within their 3

years of social studies instruction. Those skills include, Historical Thinking Skills like, sourcing, analysis, contextualization, research and data analysis. (LCAP goal #1)

Physical Education: The PE Department has used professional development time to focus on the implementation of the California Healthy Youth Act (CHYA). The goal was to review information about available curricula in order to meet compliance with State guidelines. As a department, we implemented a contemporary health course that satisfies State requirements through Edgenuity Online Programs. Students will receive a 3 week online program to do during and after class.

World Languages and Cultures: The WLC focused available department professional development on integrating the new curriculum that was purchased for Spanish, Korean, French, and Mandarin. Additionally, the department dedicated department professional development on implementing Canvas and reviewing department benchmarks.

Visual and Performing Arts: VAPA has had great success implementing CKH and focusing on SEL. Teachers have provided valuable opportunities to connect with their peers and teachers to create supportive and productive classroom environments. Teachers have worked to build confidence. These outcomes align with goal 2, 3, and 4. Canvas successes include using "studio" to submit large photo and video files to aid in file management and grading. VAPA PD worked to transition Google Classroom curriculum to Canvas with the intention to reuse our sandbox courses to support future years. Our PowerUser provided PD for using rubrics for grading which received positive feedback and is being used by the majority of the members. VAPA discussed culturally responsive teaching during our PD, furthering our prior discussions about the artists/composers we select for our curriculum. We shared resources to find diverse works that represent the cultures of our students, including typically underrepresented groups like women and LGBTQ. (Goal 5) Highlights: Music Tech - First school in the world to pilot integration of the Roland Cloud Fall play & Spring Musical Band, Orchestra, and Jazz ensemble concerts Visual Art Student Showcase Dance Performance at CSUN Choir concerts 2022-2023 Yearbook Robust competitive seasons for our choir, and instrumental music programs, Created a new Chamber Choir Film - Student nomination for award for best PSA for SAFE Film Competition

Computer Science: The department is very proud of the progress in implementing Canvas and Capturing the Kids' Hearts. All department members have implemented a social contract with every of our classes. We create a fun, welcoming and collaborative learning environment in our classroom everyday. Most department members are using Canvas daily and exploring more of its useful features. And the department continues on our successes in project-based learning and student-centered teaching styles.

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.

2022-2023 to 2023-2024 FOCUS AREAS

The high school will continue to focus on the following needs, first articulated in 2022-2023, for the 2023-2024 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 on the following needs, first articulated in 2022-2023, for the 2023-2024 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 Program (PYP and MYP)
- 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.

2022 CALIFORNIA DASHBOARD PERFORMANCE LEVELS

In preparation for the 2022-2023 school year, GHC reviewed the California Dashboard to identify opportunities for improvement and needs in order to identify systems and practices that are efficient, effective, and lead to improved student outcomes.

Section I: Academic Performance

English/Language Arts: Students with disabilities scored 42.3 points below standard and is the lowest performing student group on this assessment. However, students with disabilities scored 55 points higher than the state performance level of 92.3 points below standard. Students identified as English Learners scored 4.4 points below standard and are the second lowest performing student group on this assessment. However, students identified as English Learners scored 56.8 points higher than the state performance level of 61.2 points below standard.

Mathematics: Students with disabilities scored 99.3 points below standard and is the lowest performing student group on this assessment. However, students with disabilities scored 31.5 points higher than the state performance level of 130.8 points below standard. Students identified as English Learners scored 34.6 points below standard and are the second lowest performing student group on this assessment. However, students identified as English Learners scored 57.4 points higher than the state performance level of 92 points below standard. There are three additional student groups that scored below standard for a performance level of Medium. Students identified as African American scored 17.4 points below standard on this assessment. However, students identified as African American scored 89.5 points higher than the state performance level of 106.9 points below standard. Students identified as Hispanic scored 21.7 points below standard on this assessment. However, students with disabilities scored 61.7 points higher than the state performance level of 83.4 points below standard. Students identified as being socioeconomically disadvantaged scored 15.5 points below standard and is the lowest performing student group on this assessment. However, students with disabilities scored 68.5 points higher than the state performance level of 84 points below standard.

Section II: Academic Engagement

Chronic Absenteeism: There are four student groups that have a performance level of High. Students identified as English Learners are 12.7% chronically absent. However, students identified as English Learners have a chronically absent rate 20.9% lower than the state's rate of 33.6%. Students identified as Hispanic are 12% chronically absent. However, students identified as Hispanic have a chronically absent rate 23.8% lower than the state's rate of 35.8%. Students identified as being socioeconomically disadvantaged are 10.2% chronically absent. However, students identified as being socioeconomically disadvantaged have a chronically absent rate 27.2% lower than the state's rate of 37.4%. Students with disabilities are 12.6% chronically absent. However, students identified as English Learners have a chronically absent rate 27% lower than the state's rate of 39.6%.

ACADEMIC PROGRAMS

As part of GHC's instructional program, the high school offers several academic programs that are focused on specific student learning outcomes. Below is a list of the academic programs offered at the high school and their identified needs for the 2023-2024 school year.

International Baccalaureate (IB) Program: The main area for growth for the program is to increase access to all students on campus. The program is looking to adjust or modify admissions criteria to ensure that more students from a more diverse background are able to join and

complete the program. Additionally, the program is looking to strengthen its community service component. The majority of the 19 students who failed to earn the IB Diploma in 2022 did so because they failed to complete IB's community service requirement. Shoring up that component to ensure more success in terms of diplomas earned.

New Media Academy (formerly Humanitas): In addition to finding more time for collaboration, the New Media Academy will continue its transition to incorporating more media production opportunities by exploring and building sample course sequences that continue to align content courses with media production courses.

Career Technical Education (CTE): In March 2023, GHC received CTEIG funds to expand CTSO coverage in 23-34' (Skills USA). Currently, only the business pathway is associated with a CTSO (DECA) with the other six pathways pursuing alternative leadership strategies/programs. CTEIG funds will allow us to enroll ALL CTE pathway students in Skills USA as their CTSO element. A stipend will be provided to these six pathway leads to compensate them for the considerable time involved in investigating and integrating Skills USA into their CTE pathway curriculums. Approximately 1,400 students will then belong to a CTSO (resulting in one of the top CTSO participation counts in CA). Our desired outcome is to leverage the knowledge gained from our successful ten-year association with DECA to ALL GHC CTE pathways.

English Learner Development (ELD) Program: Through the landscape audit, the ELD program needs to update its EL Master Plan and update some of its progress monitoring systems. Next year, the EL Coordinator, in collaboration with the supervising administrators and Ensemble Learning, the ELD program will continue with the work established this year and may pilot some professional learning for Integrated ELD.

Special Programs: Teachers were able to focus on CKH and Canvas but struggled to provide students with a streamlined system of support for each student. The department's goal next year is to build channels of communication that allow us to better support students in their academics.

Independent Study: The program will continue to refine its systems and routines while improving the experience of students and staff.

TK-8 INSTRUCTIONAL PROGRAM

Below are a few of the identified needs for the 2023-2024 school year for each grade level and in alignment with the LCAP Goals and school initiatives.

Transitional Kindergarten/Kindergarten: The grade level team hopes to have clear communication lines between administration and school staff to ensure effective and efficient plans. The team would also like to improve upon building an equitable and inclusive School Community. The team feels that the extracurriculars offered do not fit these needs and developmental levels of the Kindergarten grade level.

First Grade: The greatest need as a grade level is having time to plan and uploading student work on Toddle.

Second Grade: The needs for second grade in relation to implementing Second Step moving forward include addressing goal 3 of getting our parents more involved in the lessons that we are exploring in class so that strategies and skills that the students are acquiring can transcend beyond the classroom. Additionally, it would be beneficial to start having more vertical alignment with other grade levels in relation to Second Step because as a second grade team we collaborate and discuss the lessons, but it would be beneficial to know where the kids are coming from and what they have covered and also what they will be covering in the coming years.

The second grade team was excited to learn about our new learning management system this year, Canvas. We went to training, planned, and attempted to implement what we learned with our students, which would support goals #2 and #5. We realized that the platform was a bit too complex for our age group and did not best support their learning needs. To continue to provide a strong education and technology integration, we decided it was best to continue to implement Google Classroom within our classrooms. Additionally, we incorporated Toddle into our program this year, which supports our IB program in the PYP.

Our student achievement and outcomes will continue to grow as they move onto higher years and begin MYP. This connects with goal #1, as we help our students attain necessary skills and attitudes that support our IB program. Integrating Toddle has helped our students and teachers improve on their knowledge of the IB framework and has helped students take ownership of their learning and strengthen their student learner profiles.

Fourth Grade: Next year, the fourth grade team will implement Canvas.

Sixth Grade: The need for next year as a team is to become more confident with Canvas (Learning Management System). While the team is proud of their collective effort in engaging with Canvas this year and using its features to post assignments, make announcements, and organize materials for students, the team would like to be more consistent with feedback on student work with this platform. While some of our members have adapted to consistent feedback within the framework of Canvas, there are a good handful of members who have kept feedback more traditional and removed from Canvas. The team would like to double efforts next year to provide more accurate grading and feedback to students for the new group of 6th graders. In addition, the team would also like to leverage Canvas to improve implementation of any pre-existing or new curriculum. All of this would be in an effort to focus on Goal #1: Pupil Achievement and Outcomes.

HIGH SCHOOL INSTRUCTIONAL PROGRAM

Below are a few of the identified needs for the 2023-2024 school year for each department and in alignment with the LCAP Goals and school initiatives.

English/Language Arts: The department's greatest need is more professional development time. It has been difficult this past year to make progress because meeting time was cut short. When the department is able to meet, here is what they want to continue working on: culturally responsive classrooms - the department has the "what" of the classroom in the texts and topics students respond to, but they need to look also at the "how," in terms of instructional strategies as well as SEL approaches that build classroom community (beyond CKH, which

does not necessarily have culturally responsive practices at its core); A practice for assessing department benchmarks to grab meaningful data teachers can use to guide further instruction

Mathematics: Although the department created a vision, the department needs to begin working towards it. The department would like to adopt a more cohesive and comprehensive curriculum, starting with Geometry, in order to provide a more equitable learning environment for our students. The department would like to have more professional development time in order to work on teaching strategies and best practices in the classroom in order to ensure that we are providing differentiation and scaffolding to our students.

Science: Canvas/HAC grade sync has been less than successful so still have to enter grades in HAC; hopeful that the organization of materials will make set-up easier for next year

Social Studies: Next year the department's goal is to have 100% of department members working effectively with Canvas, including the quiz function, which we have struggled with. More goals for next year include; UbD, Inquiry, and effectively implementing new content.

Physical Education: The department has identified the need to also develop a health curriculum for 9th and 10th grade students. The department will expand the program to encompass health curriculum as well in the 2023-2024 school year using courses offered by Edgenuity.

World Languages and Cultures: Next year the department would like to have more department professional development dedicated towards curriculum implementation and Canvas integration.

Visual and Performing Arts: VAPA is working to improve access to classes for students to pursue a 4 year pathway to a career in the arts. There is a need to remove obstacles so students can access their art classes as Freshman so they can explore advanced and AP classes in VAPA. VAPA is also working to provide more opportunities to involve students in the arts who may not have access to classes, ex: Mariachi band and Music tech club. We need ongoing training and time to continue to work with CANVAS to pursue cross-curricular opportunities and to align our curriculum.

Computer Science: Although the department has done very well using Canvas in our classrooms this year, we did not venture enough to apply more advanced features on Canvas. The department plans to add more group time to explore the best, newest tools that Canvas has to offer.

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

Goal 1: Pupil Achievement & Outcomes

Student and parent surveys repeatedly show concerns regarding fair, equitable, and transparent grading and homework practices within and across departments. Key features that GHC will actively continue to put into practice include: continue implementation of Canvas Learning Management System for streamlined online access and learning, which will also address homework, grading, and planning; continued implementation of Capturing Kids' Hearts for professional development and learning around the philosophy, research, and belief systems surrounding school culture and climate; and the school will begin its partnership with McTighe and Associates to implement Understanding by Design, an approach to unit and lesson plan that focuses on transference of skills, authentic assessments, and engaging units and lesson.

Department-focused professional development will continue to focus on mastery-based learning and differentiated instructional approaches that began in 2017-18, implementing universal instructional strategies within and across departments, addressing and implementing common benchmark assessments to monitor student growth, and opportunities for professional growth for staff.

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

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

Goal 3: 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.

The high school will continue to survey parents using bi-weekly Possip Surveys and will work to disseminate that information in a more timely and efficient manner to department chairs and other educational partners. The high school will also continue to conduct a School Climate Survey every spring and will continue to refine its reporting system to our educational partners.

Additional engagement with teachers and staff will continue through the standing committees and other leadership opportunities: department chairs, department leadership positions, Process Champions for Capturing Kids' Hearts, Canvas Leaders, and leadership opportunities for implementing understanding by design.

The high school program will continue to seek out opportunities for parent and community engagement. The Communications Department will continue its outreach efforts to engage parents and community members to be involved in GHC activities and events.

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

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

Goal 4: 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.

Goal 5: 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

Goal 1: 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 continue to 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 and to meet the requirements of the recent MYP authorization; 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.

Goal 3: 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 continue to 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 continued 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.

Goal 4: 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 continue to 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; continue 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.

Goal 5: 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.

TK8 Average Weekly Open Rate is 60%

High School Average Weekly Open Rate is 60%

Possip Pulse Checks (bi-weekly surveys):

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.

By the end of Semester 1, GHC had administered: 11 pulse checks to 20,475 active contacts with a response rate of 58.1% for a sentiment score (rating school satisfaction) of 2.65 out of 3.00. Additionally, GHC received a variety of feedback on teachers, curriculum, student arrival and dismissal, school safety, COVID-19 protocols and safety measures, and homework assignments.

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.

This year the TK-8 PTSA met on the following dates: Tuesday, September 9, 2022; Tuesday, October 18, 2022; Tuesday, January 17, 2023; Tuesday, March 21, 2023; Tuesday, May 16, 2023.

This year the High School PTSA met on the following dates: Wednesday, August 17, 2022; Wednesday, September 21, 2022; Wednesday, October 19, 2022; Wednesday, November 16, 2022; Wednesday, January 18, 2023; Wednesday, February 15, 2023; Wednesday, March 15, 2023; and Wednesday, April 19, 2023.

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.

This year the committee met on the following dates: Monday, September 29, 2022; Monday, October 27, 2022; Thursday, December 1, 2022; 2/2/2023, 3/15/2023, TBD, Likely 5/4/2023.

In addition to ongoing review and input on the LCAP plan, review of the WASC process, and providing feedback on our partnership with Ensemble Learning and related new ELD classroom materials, the ELAC committee also addresses many topics of interest to parents. These included: supporting student success and involvement, an overview of graduation requirements and GPAs, understanding the elementary school report card, ELPAC testing and the reclassification process, an overview of colleges/universities and financial aid, and an overview of summer school and other summer opportunities.

School Site Council/LCAP Advisory:

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.

This year the council met on the following dates: October 17, 2022; November 15, 2022; December 13, 2022; January 17, 2023; February 21, 2023; March 14, 2023; April 18, 2023; May 16, 2023.

Throughout the year, the council met to review the LCAP Goals and provide input on the School Climate Survey and LCAP. Some feedback from those sessions include:

Feedback, Questions, and Considerations for Goal 1 - Pupil Achievement:

Feedback for High School Academics includes: "Math is so low. I'm sure other schools are lower. I also feel like 77 and 74 for English is too low considering that includes met standard; Slight learning loss after covid; The goal for 2023-2024 seems really ambitious; I see that there is a tremendous amount of support for students and there is great effort to improve results. However, the number of students meeting or exceeding the standards are still low, especially with mathematics. It would be great to make more progress with the results; Missing 22-23 (YR 2) Goal, 3% point reduction from 18-19 to 21-22 in the % of students meeting or exceeding the standard in English & Math."

Questions for High School Academics includes: "What can be done to address mathematics? Do we focus too much on mechanics and not applications? What is done in other countries?; Has the goal for YR3 been achieved before? Was that a previous goal? Does this goal follow the way previous data had been trending?; Wonder what the trends were, if any, that caused the reduction?"

Considerations for High School Academic includes: "In English, we have to make everything as relevant to students as possible--I don't know if that happens in math classes. I feel like people with higher degrees in math focus on a different type of thinking than what is taught in high

school; Based on feedback from my daughter, I wonder about the ability of all teachers to develop high-quality engaging lessons that promote opportunities for students to do the thinking / learning.”

Feedback for High School Graduation Rate includes: “There are higher rates in 2021 for most groups due to Covid protocols. Special education needs a much higher graduation rate-the rate for employment later in life reduces greatly for SpEd students; Higher graduation rates in 2021-2022 and lower goals for 2023-2024; That YR3 goal is lower than YR1 data; The majority of our students are graduating from our school, but we need to improve the rate for the African American students, English Learners and Special Education groups; Missing 22-23 (YR 2) Goal, graduation rates in general do not align to the reduction in students meeting / exceeding the standards. What the heck happened to the senior students who identify as White?”

Questions for High School Graduation Rate includes: “Looking at 2018/19 rates--what changes are occurring for ELL and SpEd students/teachers/programs to impact long-term growth in graduation rates; Were teachers more lenient during COVID which allowed more students to graduate? If that was the case, what has been the impact on current students and teachers? If that was the case, what impact might this have had on student retention and matriculation?”

Considerations for High School Graduation Rate includes: “I feel SpEd students need to be brought back into a more GenEd environment to implement greater change. UDL needs to be implemented in all classes. It is a massive undertaking and teachers need continuous support. At the same time, I feel like we are too much focused on everyone doing the same thing in classes at the same time instead of embracing students where they are and elevating their skills from where they are at; I think the school and teachers should not ignore learnings from COVID.”

Feedback for TK-8 Academics includes: “Math scores are alarmingly low after 3rd grade; 8th grade seems to be struggling a little more than the other grades; I see improvement at all grade levels despite the need to continue to improve results; Typical reduction in scores from Gr 3 to Gr 8 is unfortunate to see.”

Questions for TK-8 Academics include: “Do these assessments appropriately showcase student growth?; What is the reason 8th grade seems to drop lower?; Is there a way to provide data from similar schools for comparison? It would be helpful as background information to understand the goals listed for YR3; Data analysis seems to be a good place to start but do the teachers have the knowledge / skill to act on the data in the classroom?”

Considerations for TK-8 Academic includes: “I would love to have portfolio based learning and standards based grading; Are the goals realistic considering there is no data to show growth?; I wonder about the ability of all teachers to develop high-quality engaging lessons that promote opportunities for students to do the thinking / learning.”

Feedback for High School & TK-8 Chronic Absenteeism includes: “High school last year. Wow; A definite increase in absenteeism in 2021-2022 due to COVID and keeping students home because of illnesses; That the pre-Covid HS number is so low; Once again, a

tremendous amount of support and effort to build confidence in our students and make them feel safe at the school sites. Despite our attendance levels being lower than in the past, I believe we had a good result considering Covid and a return to campus with larger groups of people; 11% point increase in absenteeism is massive but assume this was because of COVID requirements to stay home if tested positive.”

Questions for High School & TK-8 Chronic Absenteeism includes: “What does chronic Absenteeism actually mean? Is this drop-fail rate? How much is social emotional vs. illness?; What defines chronic absenteeism?; What does the data look like so far for 22-23?”

Considerations for High School & TK-8 Chronic Absenteeism includes: “I think we should consider being open longer and having opportunities for some students to actually go to classes later in the afternoon and into the evening; As a parent, I’m continually frustrated that sickness/health problems count towards absenteeism. These are factors outside of the student’s or family’s control. I understand that funding is tied to kids being at school. It’s just very frustrating and sends mixed messages, especially to young kids, about the importance of health vs school attendance; Glad to see the focus on teacher to student relationship building.”

Feedback for High School & TK-8 English Learner Progress includes: “I guess this data shows that 64% of ELL students are improving from where they started - I think I want that higher ;); The need to still hire aides to help with EL students; The data seems to vary quite a lot; It is good to see some positive progress, but like in all other areas, we need to improve the results.”

Questions for High School & TK-8 English Learner Progress includes: “How can teachers be supported in professional development to embrace ELL students in the classroom?; Why is this one area combining the data for TK-8 and HS?; Why is our goal for 23-24 lower compared to what we achieved in 21-22?”

Considerations for High School & TK-8 English Learner Progress includes: “When I speak of PD--I mean examples of strategies used and projects completed and supports given to students--not a read through of the basic strategies that work with ELL students; Hard to see trends with so few years compared; Look forward to hearing more about work with Ensemble Learning.”

Feedback, Questions, and Considerations for Goal 2 - Basic Services and Conditions of Learning:

Feedback for Basic Services and Conditions of Learning includes: “How the metrics do not capture / align to some of the text in the Goal #2 description. Specifically; "promotes innovation", "risk-taking", and "engage in active learning"; This is an area where GHC is doing really well. I like that you’re working on how to improve these areas even with good outcomes; Facilities at 90%--from a student perspective, the bathroom closures might be a more important issue to them than it is to us; How the metrics do not capture / align to some of the text in the Goal #2 description. Specifically; "promotes innovation", "risk-taking", and "engage in active learning"; The focus on STA and incorporating a robust 6th grade orientation; How the metrics do not capture / align to some of the text in the Goal #2 description. Specifically; "promotes innovation", "risk-taking", and "engage in active learning"; For the slide in the meeting, it’s hard to see which of these programs are for HS, TK-8 or both. It would be helpful to note that for clarity; I am not sure that many students really know how to access all of the support.”

Questions for Basic Services and Conditions of Learning includes: “None, these metrics are required and align to most of the goal description; Access to standard aligned material---how is the material being used--Is it being used in each class?; Is there a way to modify the STA program to address needs of advanced students? When my oldest went through the program she saw math as a waste of time - preparing her for a class she took in 7th grade. Can students preparing for Algebra 2 in 9th grade be grouped together?; -How are SpEd students represented in the data?; When community colleges have math preparation classes for students who don't meet the standards to take Algebra 1--Can we have Pre Algebra class for students identified in STA that struggle, struggle with math?; I am wondering if the professional development is meeting teachers' needs; How is intervention offered at the TK-8 campus? Is there a dedicated intervention coordinator for this campus?; Due to the CKH, Canvas, and now WASC meetings, there has been very little PD for teachers to collaborate, align curriculum, and support newer teachers--will this change soon?”

Considerations for Basic Services and Conditions of Learning includes: “None, these are the basic requirements that a school like GHC are expected to meet; I have some concerns about staffing issues being communicated with parents (tK-8). I didn't know until a full month later that there was no Spanish teacher; While teachers are all credentialed, many newer teachers are placed in classes that they are not ready to handle. Example--English dept. has CP and Honors in the same class and newer teachers will not know how to differentiate appropriately; None, these are the basic requirements that a school like GHC are expected to meet; Has the implementation of CKH had the impact on relationships at the school that is desired? Can teachers suggest other programs to address relationship needs on the campus that would be more relevant and acceptable to some teachers?”

Feedback, Questions, and Considerations for Goal 3 - Parental Engagement, Student Engagement, and School Climate and Safety:

Feedback for Basic Services and Conditions of Learning includes: “Lowest "scores" are found in HS Relationships & Communication from the perspective of students (66%) and parents (78%) compared to all other feedback which are at 80% or higher; The large increase in parent satisfaction in TK-8 parents from baseline to year 1; The relationship and communications--that is low. I'm not sure what that entails; All data is low except foster youth, but I assume the number of foster youths at GHC is low, so that data can be misleading; Is the baseline for foster youth a real number?”

Questions for Basic Services and Conditions of Learning includes: “Seems like there is a lot of data pointing to issues about "relationships" wonder where the actions are planned for improvements; How is safety and discipline measured?; How can we integrate more parents in the school?; What are the numbers along with the %? Example: Asian Students Total 1000, number of suspensions 5, 0.5%; If you are looking at particular student sub groups, is there a ratio to the rest of the school population that allows for appropriate comparisons?”

Considerations for Basic Services and Conditions of Learning includes: “Data pointing to issues with "relationships" does not surprise me as I have not felt as a parent that the GHC admin has done much to develop / build relationships with families; As a TK-8 parent, the increase in satisfaction makes sense. I think the baseline would have been 1st year when there were a lot of safety issues (from construction on

campus), things were constantly in flux, and the academic program was just starting so it was hard to evaluate. It's an entirely different campus/school now; There is not much parental involvement in the special education program--I feel we need a lot more input and participation to build stronger connections between home and school; Does this data include all students at both campuses? It would be good to see data by campus; My understanding is that in School suspensions do not count for the data; however, the student is missing instruction from qualified teachers and interactions with peers. I am wondering how the in school suspension data looks for the same sub groups."

Feedback, Questions, and Considerations for Goal 4 - Supporting Students' Social-Emotional Learning and Needs:

Feedback for Supporting Students' Social-Emotional Learning and Needs includes: "There seems to be a lot of collaboration and development at the TK-8 campus."

Questions for Supporting Students' Social-Emotional Learning and Needs includes: "Does CKH improve the SEL of students at Granada?"

Considerations for Supporting Students' Social-Emotional Learning and Needs includes: "As a teacher, I don't feel that CKH is implemented by many/most teachers. As a facilitator for the CKH pds, teachers are often open and honest about their classroom practices. There are other programs that provide a framework and allow for more creativity/flexibility. I would rather choose a more flexible framework that more teachers will use than 'force' a program more teachers than not do not like/support/use."

Feedback, Questions, and Considerations for Goal 5 - Building an Equitable and Inclusive School Community:

Feedback for Building an Equitable and Inclusive School Community includes: "A-G completion rate for all populations, save for Asian American students, is not acceptable. The ELL and SpEd populations indicate the level to which the school must improve in creating equitable access to education."

Questions for Building an Equitable and Inclusive School Community includes: "Considering that ELL and SpEd students are often segregated from the GenEd population for portions of the day, does this impact their access and ability to excel academically?"

Considerations for Building an Equitable and Inclusive School Community includes: "As a SpEd teacher, it is alarming how much of the day many SpEd students spend in segregated settings. Sometimes, a student will only have 1-2 classes with GenEd. If students are segregated at school, it sets them up to be segregated for the rest of their lives. Education should be a reflection of the society that we want to live in and not a space that teaches everyone that some people don't belong with the majority of the students."

School Climate Survey:

GHC partnered with Panorama Education to administer surveys to students, teachers, staff, and parents in TK-8, high school, and independent study in the spring of 2023. Questions focused on Grit, School Belonging, School Climate and Safety, Relationships, Communications, and Professional Development.

TK-8 Participation in Surveys - 872 Students; 166 Families; 39 Teachers and Staff.

High School Participation in Surveys (includes independent study) - 2,657 Students; 230 Families; 173 Teachers and Staff.

Total Participation in Surveys - 3,529 Students; 396 Families; 212 Teachers and Staff

Standing Committees:

GHC has three standing committees at the high school that meet monthly and discuss and approve items related to their purpose. The three standing committees are: Curriculum and Instruction, Operations, and Student Services.

This year the Curriculum and Instruction Committee met on the following dates: Thursday, August 25, 2022; Thursday, September 22, 2022; Thursday, October, 20, 2022; Thursday, November 17, 2022; Thursday, January 19, 2023; Thursday, February 16, 2023; Thursday, March 16, 2023; Thursday, April 20, 2023.

The Curriculum and Instruction Committee approved the following classes/programs for the upcoming school year; SL IB Astronomy, SL IB Art History, CP Informational Data Science, CP Financial Life Cycle, AP Precalculus, Project Lead the Way (PLTW) STEM strands in Biomedical Science, Computer Science, and Engineering. Other discussions included changing the name of ESL 3 and 4 to ELD 3 and English 9 A and ELD 4 and English 9 B. This will better reflect what the specific courses are actually covering. We also went over changes to our Math Placement Policy, including an option for students to accelerate Precalculus in an in person community college class during summer school.

This year the Operations Committee met on the following dates: Tuesday, August 23, 2022; Tuesday, September 12, 2022; Tuesday, October 4, 2022; Tuesday, November 15, 2022; Tuesday, January 17, 2023; Tuesday, February 14, 2023; Tuesday, March 14, 2023; Tuesday, April 18, 2023.

During the 2022-2023 school year, the Operations Committee approved or discussed the following items:

Approval after discussion and sun shining to interested parties:Elections of chair and secretary; PSAT testing bell schedule; Club Rush extended lunch bell schedule; 2023-2024 school year calendar; Spring NWEA and CAASPP testing bell schedules.

Discussions (on-going and concluded): Installation of additional outdoor furniture and tables for students (approved last year); Rainy day bell schedule (concluded – no action); Classroom furniture installation – teacher desks and chairs were order and installed in those rooms where requested – install still ongoing as not all items ordered have been delivered; On-going updates and discussions about campus facilities. Chief Operations Officer provides updates to on-going maintenance/repairs. The committee members brought topics for discussion, which included, but not limited to: Room cleaning; Parking (and student/parent issues in the lots); Bug infestation (especially mosquitos); Student restrooms (vandalism, monitoring, crowding, vaping/smoking, etc.)

This year the Student Services Committee met on the following dates: Thursday, August 25, 2022; Thursday, September 29, 2022; Thursday, February 16, 2023; Thursday, March 16, 2023.

During the meetings, sub-committees reported updates on the following standing items: Student Council, Deans' Office, Community/School Police, Cafeteria/Nutrition, and Student Store.

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 to determine next steps and appropriate actions for the LCAP. The goal for 2023-2024 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). Additionally, GHC is developing its systems for managing the large amount of data and information that is collected throughout the year in order to meet the needs of every educational partner in a timely and effective manner.

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. For more specific information, see the feedback from the SSC/LCAP Advisory Committee in the previous box.

STUDENTS

School Policies: Student Discipline, Absences, and Dress Code: Students voiced their displeasure with the school dress code, tardy policy, and cell-phone policy.

Sense of Belonging - Students shared a desire for a greater sense of belonging on campus, building healthy and supportive relationships with students and adults.

After School Programs, Extracurriculars, Events - Students shared how one of GHC's strengths is in the variety and diversity of after school clubs, teams, events, and other extracurriculars the school offers.

Tutoring/Academic Support - Students positively shared how many tutoring opportunities GHC offers to support students who are struggling academically.

Addressing Mental Health - Students positively shared an appreciation for GHC's commitment to addressing mental health, especially with the Wellness/Resource Center.

PARENTS

Relevant and Engaging Lessons - Parents shared a desire to see more relevant and engaging lessons from teachers.

Grading - Parents shared a concern around grading practices that are timely and are fairly implemented across grade levels and content areas.

Supporting Mathematics - Parents shared their concern with mathematics, specifically on how to improve student schools and ensuring all students have access to the support they need.

Identifying More Opportunities for Parent Engagement and Involvement - Parents shared a desire to be more involved with the school in any capacity that's needed.

Informing and Educating Educational Partners - Through surveys and meetings with the SSC/LCAP Advisory, it would be a good opportunity to inform and educate parents on the California Dashboard, including what each indicator means and how GHC compares to neighboring schools.

Overall School Climate - Parents shared overall positive feedback on the school climate and safety of GHC.

TEACHERS AND STAFF

School Policies: Student Discipline, Absences, and Dress Code - Teachers and Staff shared a desire for more support from the school on consistently enforcing school policies and addressing student behaviors.

Addressing the Needs of All Student Populations - Teachers and Staff shared a concern about ensuring the needs of all students are being met, especially for students identified as second language learners and students who have a disability.

Increasing Teacher Voice - Teachers and Staff shared their desire to be a more active participant in school decision-making, including discipline and professional development.

Clarity of School Initiatives - Teachers and Staff shared concern about their understanding of school initiatives and how they will improve student learning and behavior.

Teacher Professional Development - Teachers and Staff shared their desire for professional development that is more aligned with their current practice and needs.

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 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.

All the feedback and information is used when implementing or improving actions articulated in the LCAP. Considerable amount of feedback is used to inform professional development next year, including adding more teacher voice in the process. Additionally, the school will improve its opportunities for parent and student engagement.

Goals and Actions

Goal #1: Pupil Achievement and Outcomes

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

An explanation of why the LEA has developed this goal.

As the TK-8 and high school programs adjust to post-pandemic student and teacher needs, GHC is focused on continuing on with actions listed within this goal to maintain continuity, build confidence, and assist all educational partners with meeting the needs of students' learning loss, which continues to be a factor in our transitional grades. 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 bringing students back on campus has highlighted gaps in the academic and instructional program that need to be addressed in order to continually transition students back to on-campus learning and urgently mitigate learning over the next several 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 on State Summative - Math	<table><tr><th colspan="2">2018-2019</th></tr><tr><th>Student Group</th><th>% Met/ Exceeded</th></tr><tr><td>ALL STUDENTS</td><td>55%</td></tr><tr><td>African-American</td><td>38%</td></tr><tr><td>English Learners</td><td>5%</td></tr><tr><td>Students with Disabilities</td><td>12%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>49%</td></tr><tr><td>Filipino</td><td>68%</td></tr><tr><td>Hispanic</td><td>41%</td></tr><tr><td>White</td><td>60%</td></tr><tr><td>Asian</td><td>78%</td></tr><tr><td>Two or More Races</td><td>47%</td></tr><tr><td>American Indian</td><td>25%</td></tr><tr><td>Pacific Islander</td><td>N/A</td></tr></table>	2018-2019		Student Group	% Met/ Exceeded	ALL STUDENTS	55%	African-American	38%	English Learners	5%	Students with Disabilities	12%	Socioeconomically Disadvantaged	49%	Filipino	68%	Hispanic	41%	White	60%	Asian	78%	Two or More Races	47%	American Indian	25%	Pacific Islander	N/A	<table><tr><th colspan="2">2021-2022</th></tr><tr><th>Student Group</th><th>% Met/ Exceeded</th></tr><tr><td>ALL STUDENTS</td><td>51%</td></tr><tr><td>African-American</td><td>47%</td></tr><tr><td>English Learners</td><td>25%</td></tr><tr><td>Students with Disabilities</td><td>10%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>43%</td></tr><tr><td>Filipino</td><td>52%</td></tr><tr><td>Hispanic</td><td>40%</td></tr><tr><td>White</td><td>56%</td></tr><tr><td>Asian</td><td>74%</td></tr><tr><td>Two or More Races</td><td>75%</td></tr><tr><td>American Indian</td><td>25%</td></tr><tr><td>Pacific Islander</td><td>25%</td></tr></table>	2021-2022		Student Group	% Met/ Exceeded	ALL STUDENTS	51%	African-American	47%	English Learners	25%	Students with Disabilities	10%	Socioeconomically Disadvantaged	43%	Filipino	52%	Hispanic	40%	White	56%	Asian	74%	Two or More Races	75%	American Indian	25%	Pacific Islander	25%	<table><tr><th colspan="2">2022-2023: Winter NWEA</th></tr><tr><th>Student Group</th><th>Projected % Met/ Exceeded</th></tr><tr><td>ALL STUDENTS</td><td>51%</td></tr><tr><td>African-American</td><td>38%</td></tr><tr><td>English Learners</td><td>10%</td></tr><tr><td>Students with Disabilities</td><td>10%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>40%</td></tr><tr><td>Filipino</td><td>61%</td></tr><tr><td>Hispanic</td><td>39%</td></tr><tr><td>White</td><td>50%</td></tr><tr><td>Asian</td><td>77%</td></tr><tr><td>Two or More Races</td><td>50%</td></tr><tr><td>American Indian</td><td>50%</td></tr><tr><td>Pacific Islander</td><td>67%</td></tr></table>	2022-2023: Winter NWEA		Student Group	Projected % Met/ Exceeded	ALL STUDENTS	51%	African-American	38%	English Learners	10%	Students with Disabilities	10%	Socioeconomically Disadvantaged	40%	Filipino	61%	Hispanic	39%	White	50%	Asian	77%	Two or More Races	50%	American Indian	50%	Pacific Islander	67%	[Insert outcome here]	<table><tr><th colspan="2">Desired Outcome</th></tr><tr><th>Student Group</th><th>% Met/ Exceeded</th></tr><tr><td>ALL STUDENTS</td><td>60%</td></tr><tr><td>African-American</td><td>43%</td></tr><tr><td>English Learners</td><td>10%</td></tr><tr><td>Students with Disabilities</td><td>17%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>54%</td></tr><tr><td>Filipino</td><td>73%</td></tr><tr><td>Hispanic</td><td>46%</td></tr><tr><td>White</td><td>65%</td></tr><tr><td>Asian</td><td>83%</td></tr><tr><td>Two or More Races</td><td>52%</td></tr><tr><td>American Indian</td><td>30%</td></tr><tr><td>Pacific Islander</td><td>30%</td></tr></table>	Desired Outcome		Student Group	% Met/ Exceeded	ALL STUDENTS	60%	African-American	43%	English Learners	10%	Students with Disabilities	17%	Socioeconomically Disadvantaged	54%	Filipino	73%	Hispanic	46%	White	65%	Asian	83%	Two or More Races	52%	American Indian	30%	Pacific Islander	30%
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Chronic Absenteeism High School	<5% (3.2% for 2018-2019 per DataQuest)	14.3% per DataQuest	13.53% per Internal Data (as of 4/27/23)		Maintain or Decrease from Baseline																																																														

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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)	2018-2019 54.7% making progress towards English language proficiency	2021-2022 63.6% making progress towards English language proficiency	Data will be available in June 2023. Currently 99% of qualified students completed the ELPAC Summative as of May 11, 2023		2023-2024 60% making progress towards English language proficiency
Classroom Observations/PD	30% of high school teachers implement universal instructional strategies that target SBAC claims for intervention.	Did not measure.	Did not measure. See rationale below.		50% of high school teachers implement universal instructional strategies that target SBAC claims for intervention.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology and Data Processing	Ensure access for all students to updated technology, computers, computer labs, including staffing, home internet access (HotSpots) for Unduplicated Pupils. 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.	\$7,406,500	N
2	Curriculum and Resources	Ensure curriculum, resources, and supplemental programs are updated and accessible to all students, families, and teachers.	\$5,757,303	Y

Action #	Title	Description	Total Funds	Contributing
3	Academic Assessments	Ensure student access to growth, diagnostic, and college readiness tools, including PSAT, NWEA. Purchase assessment and testing contracts and fees, etc., including subsidizing test fees for Unduplicated Students. This action includes partnership with Digital Promise and staffing a TK-12 assessment coordinator/data specialist.	\$1,275,021	Y
4	Special Program Contracts and District Fees, Testing Services, and Co-Teaching Program	Special Program Contracts and District Fees, Testing Services, and Co-Teaching Program - describes all the services and supports for our students with disabilities. All metrics are impacted by these actions as students with disabilities are a critical group of students GHC continues to focus efforts and resources.	\$10,803,245	N
5	Specialized Services for Unduplicated Students	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; ELD staffing for ELD 1, ELD 2, ELD 4, and ELD 4 ; Summer ELPAC testing of incoming students for early identification of English Learners and identify early support. Staff part-time teaching assistants for core English, Math, and Science to support CCSS/NGSS and targeted tutoring for unduplicated pupils.	\$2,425,277	Y

Action #	Title	Description	Total Funds	Contributing
6	Summer School Programming	<p>Offer summer school remedial support and credit recovery for all students, extended school year, summer school accelerated math program, and online curriculum.</p> <p>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.</p>	\$2,866,975	Y
7	Student Support and Intervention	<p>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.</p> <p>Staffing for After Hours Activities (AHA) tutoring and enrichment for before and after school via the 21st Century Assets Grant.</p> <p>Additional actions supplemented by A-G Improvement Grant.</p> <p>Additional tutoring and intervention services.</p>	\$922,500	Y
8	College and Career Counselors Staffing	<p>Staffing, materials, and resources for College and Career Counselors, including hosting college fairs, college trips, and informational sessions for students and families..</p> <p>Additional and TK-8 and high school actions supplemented by California Community Schools Partnership Grant.</p>	\$3,074,445	N

Action #	Title	Description	Total Funds	Contributing
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 (Automotive: ASE Certifications; Business: Microsoft Office Specialist in Excel, Word, and Powerpoint, Entrepreneurship , and Small Business; Culinary Arts: Servsafe Manager Exam; Engineering: Certified Solidworks Associate, VEX V5 Student Certification, Mechanical Foundations, Fabrication Foundations, Electrical Foundations, C++ Certified Associate Programmer). Funding supplemented by Carl D. Perkins Grant.	\$4,500,129	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 instructional strategies, professional development for mitigating learning loss; developing an Innovation Team, including professional development, resources, and materials; providing professional development on Implementing Understanding by Design and Differentiation; professional development, materials, and resources for "Building Resilient Learners" Additional actions supplemented by Educator Effectiveness Block Grant.	\$923,800	N

Goal Analysis for 2022-2023

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: Completed updates and administered nearly 6,000 Chromebooks, and upgraded several Mac and PC labs in the summer. Also hired a Data Analyst to support data processing and communications across departments and teams. Lastly, the school entered into a partnership with Parsec to manage and disaggregate student performance to assist with faster, more efficient and informed decision making and will look into training teachers on how to use the platform to assist in instructional decisions.

Challenges: No known challenges at this time.

Action Item 2: Curriculum and Resources

Successes: Departments continued to refine units and lesson plans for engagement and authentic assessments. The World Language department focused on implementing a new curriculum in Spanish, Mandarin, Korean, and French, the Social Studies department focused on implementing the California History-Social Science Framework; Science focused on implementing new curriculum; Math began the initial stages of evaluating a new Geometry curriculum; and English focused on implementing more diverse texts within their curriculum.

For TK-8, the program is adding a new Science curriculum and Social Studies for elementary. To support elementary students with implementing Canvas, the program adopted a new platform called Toddle, which is based on the Canvas system. The TK-8 also Adopted TCI Science Alive! for the middle grades..

Challenges: Time was a big challenge for departments. The mix of school professional development and department-led professional development did not create the cohesion and consistency necessary for departments to fully dive into their curriculum goals. User-friendly for students. Ensuring vertical alignment between elementary and middle school. How to integrate supplemental curriculum resources that are adaptive and meet the needs of all learners.

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 in February. 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. The TK-8 piloted ICA for grades 6 through 8 and administered NWEA three times a year for elementary with anticipated expansion to the middle grade next year.

Challenges: There is a need to implement more timely and efficient data cycles to ensure assessment data is used to inform planning and instruction. For the TK-8, it was a challenge to grade and disseminate the data from the SBAC ICA and how to make the data more effective in informing planning and instruction.

Action Item 4: 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 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% General Education students and 33% 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 5: Specialized Services for Unduplicated Students

Successes: GHC completed ELPAC testing with the help of our classified test proctors. GHC allocated hours for a counselor to provide English Learner transcript evaluation, course placement, advisement and support. The EL Coordinator and ELD teacher partnered with Ensemble Learning to conduct a landscape audit of integrated and designated ELD as well as to support the program's adoption of a new curriculum. Other programs (college outreach, special projects, motivational materials/programs, support and engagement, etc) are ongoing. ESL Staffing of ESL 1, ESL 2, ESL 3, 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 currently employs fifteen 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 as well as teacher request. 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 6: Summer School Programming

Successes: The TK-8 is offering a more cohesive and targeted program to address all students' learning needs. 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. The 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: Trying to engage all families and students in the programs to meet all students' needs.

Action Item 7: Student Support and Intervention

Successes: Instructional Assistants were placed in math, science, and language classrooms with high D/F's to support the teacher and students. The Instructional Assistants were placed in the classroom 2-4 times weekly. We saw a decrease in F's in the classrooms the Instructional Assistants were placed in by approximately 17% between the first and the fifth grading period. The TK-8 focused on integrating assistants in classrooms to provide additional support to struggling students. The TK-8 also offered free tutoring every day for every student. In the elementary grades, tutoring is more targeted and focused.

Academic Success is a class where students can receive targeted intervention support for any class that is currently a struggle. We began to provide Varsity Tutors with the students for support in a math or science class two times a week during the second semester. We saw 28% of the students improve how many F's they had from the end of the first semester to the 5th reporting period. 23.6% of these students saw a decrease in grades; the remainder kept the same F's between the end of the 1st semester and the 5th reporting period. A more targeted intervention is needed in the Academic Success classes with either a provided instructional assistant in each period or guidance to the teacher running the class. Academic Success should have guidelines on who would best benefit from an intervention class and only enroll students at risk of failing.

COST or Coordination of Services Team meets approximately every other week to discuss students referred for low grades, behavior, attendance, or social-emotional assistance. The Intervention Coordinator, academic counselors, social workers, discipline deans, attendance deans, and special programs are all invited to each meeting. This year 20 students were referred. Of those students, we saw an average of 1 grade letter improvement after the student was referred if they were not assessed for special education services. While we see that COST is effective for most students, more follow-up is needed to ensure interventions are being implemented with fidelity across all aspects of the student's day.

Challenges: Challenges this year have been consistently implemented in the classroom-based interventions, and buy-in from staff members with both the Instructional Aides as well as Academic Success classes. There needs to be a clearer understanding of the purpose and best

practices with Academic Success and Instructional Aides. Feedback from Instructional Aides suggest they believe they could be used more effectively in classrooms. The Intervention Coordinator is working to collect feedback from teachers on how to best utilize Instructional Aides. Next year the TK-8 plans on implementing Mathnasium earlier in the second semester to provide enough support to student throughout the semester.

Action Item 8: College and Career Counselors

Successes: Added bi-lingual presentations to college workshops presented to students. There is a dedicated bi-lingual counselor in the office. College Counselors have a smaller caseload to increase the amount of time spent with each senior to support the college application process. Speakers and workshops focused on careers were added. Additional workshops on resume writing and other skills related to the employment process. The additional staff to be one of the first schools to transition to the California College Guidance Initiative.

Challenges: Seeking additional opportunities to support and provide services to various student populations.

Action Item 9: CTE - Staff, Materials, and Supplies

Successes: See Reflections: Successes above for a summary of CTE.

Challenges: See Reflections: Identified Needs above for a summary of CTE.

Action Item 10: 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 as well as implementing Canvas Learning Management System. GHC is in the second 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. GHC continues to send IB teachers, coordinators, and counselors to online training in 2022-2023. GHC offered 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. Additional professional development on Understanding by Design and backwards planning will begin in Fall 2023 with a partnership with McTighe and Associates and will extend across both programs.

Most departments utilize department professional development on 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.

The TK-8 implemented data cycles with teachers to create action plans to address students' misconceptions, moving towards a data-driven culture. The TK-8 is building buy-in with teachers and building an understanding of how to use assessments and assessment data to improve student learning and inform planning and instruction. The TK-8 is building capacity with teacher-leaders in using the understanding by design model for lesson planning in preparation for implementing a two-year program. The TK-8 offered specific professional development to align IB courses and expectations with the completion of our Middle-Years Program application. Teachers were encouraged to explore new curriculum, including IB and AP options as well as ethnic studies and targeted professional development has been offered to support those developments.

Challenges: Potential challenges will be ensuring the spirit and intent of the understanding by design framework is present in the Canvas Learning Management System implementation. Additionally, the Office of Instruction continues to work with Canvas to ensure the implementation and training is efficient, effective, and is aligned to the goals of the project. Trying to implement school initiatives and department needs within the professional development calendar continues to be a challenge.

In TK-8 there is a need for ensuring vertical alignment between grades, especially the transition grades, and content. The TK-8 and high school continue to identify opportunities to align content and expectations across campuses.

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. The resulting grant allocations increased goal expenditures by 20% or \$7,918,446

GHC allocated available ESSER II and ESSER III funding, ELO-P, Learning Recovery Block Grant, SELPA Local grants, and the recently awarded CTEIG Round 8 funding to Goal 1. Funds were allocated to support increased technology and instructional materials, classroom furniture, tutoring, before and aftercare, summer programming, targeted math instruction, and continued implementation of the CTE programs across all pathways. Total expenditures for Goal 1 increased by \$7.9M or 20% compared to the original plan.

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

Performance in ELA

GHC attributes this status to both our commitment to creating culturally responsive teaching and learning spaces that motivate our students and our long-standing, consistent skill expectations. GHC understands that for students to perform at their best, they need to feel connected to the subject (and skills) and their teachers. GHC accomplishes this in a variety of ways. To keep our students motivated and engaged, GHC is moving beyond the traditional K12 literary canon, adopting a wide range of literature representative of our diverse students. In grades TK-8, ELA teachers utilize a diverse novel-based curriculum to engage young readers in exploration and inquiry. By reading and analyzing novels, students develop and improve their reading skills, critical thinking, and vocabulary. Teachers utilize the IB framework to

build greater cultural awareness and global mindedness. The primary focus of this novel-based curriculum is the promotion of greater engagement and fostering a love for reading. In grades 9-12, ELA teachers continue to push beyond the traditional canon. And, GHC also offers English courses that speak to different student interests. English teachers have created courses such as *Heroes and Villains* and *True Crime*, and Social Studies teachers have created focused United States History courses around the topics of Women's Experiences in United States History and the Los Angeles Experience in United States History. GHC also understands that teachers must be motivated, to motivate students. GHC English teachers have the freedom to select texts, order new texts, incorporate different genres, prioritize diversity in their readings, writing, and class discussions, and space to collaborate. GHC believes this approach is key to keeping teachers motivated and ensuring that they are able to deliver high-quality instructional experiences to their students.

Support for Students with Disabilities and Unduplicated Students in ELA

Integral to GHC student ELA performance is the work of GHC SpEd and EL teachers and classroom aides. GHC TK-12 SpEd teachers use a variety of techniques to support ELA growth, including daily in-class reading, targeted intervention and support, differentiated pacing, audiobooks, high-interest assignments, structured writing guidelines, and the use of graphic organizers and templates. By providing students with material that is personally selected and supporting their individual reading needs, they engage students in the learning process and help them to develop critical thinking and analysis skills. GHC SpEd ELA support in grades 10-12 also includes co-taught Social Studies courses that emphasize both content and literacy skills. GHC EL teachers, too, have implemented several effective practices to support literacy. Smaller class sizes, student choice in assessment types, building towards proficiency, pacing adjustments, and the use of a variety of graphic organizers and collaborative opportunities are all strategies that have been successfully used to promote ELA growth. GHC also supports students in grades 10 and 11 with courses specifically designed for EL students, with smaller class sizes, academic mentors, and push in Instructional Aides. In grade 10, students can take an EL focused World History course; in grade 11, students can take an EL focused English class and United States History course. Finally, all of our EL teachers participate in EL Achieve workshops and collaborate with Ensemble Learning to learn and implement best practices in ELD.

With strong connections with students, our ELA, EL, and SpEd teachers employ rigorous skill-based practices that emphasize synthesis and active, close reading. These skills are critical not only for state assessments, but also for developing critical thinking skills required for other high school courses and post-graduation work. Each semester, in grades 9, 10, and 11, students participate in a synthesis-based ELA Benchmark. Leading up to student assessments, our ELA, EL, and SpEd teachers focus on asking higher order questions, often with low floors and high ceilings, providing students with models that show what is required to advance to the next performance level, and empowering students to work together in smaller groups to solve problems and present solutions. It is indeed a collective, collaborative effort from students, teachers, classroom mentors and aides, and coordinators that lead to these results.

Performance in Math

GHC attributes this "High" status level in Math to its rigorous and comprehensive approach to teaching and learning. With the resumption of in-person learning, the school focused on creating an environment that encouraged students to engage in mathematics discussions with their peers, which helped to build their confidence. Department professional development sessions in grades 9-12 concentrated on the eight Mathematical practices, emphasizing how these practices could be integrated into the curriculum, assessment, and facilitation processes to ensure that students understood and could apply them. Teachers also placed an emphasis on teaching students how to reason abstractly and quantitatively through writing and speaking/presentations to gain a deeper understanding and knowledge of the mathematics they were learning. These teachers implemented instructional strategies like "I Notice, I Wonder" and "Which one doesn't belong?" to help students construct arguments in writing or verbally.

The 9-12 math department also adopted a common assessment approach at the end of each curriculum unit, and professional development time was set aside to enable teachers to analyze data from the common assessments and to collaborate on how to address student misconceptions. Additionally, teachers provided numerous opportunities for students to demonstrate mastery of concepts and skills throughout the semester, such as allowing retakes, error analysis opportunities, homework extensions and corrections, extending tutoring, and other teacher-specific interventions and supports. The school provided access to all levels of math courses, including AP courses, enabling students to push their learning. Within the TK-8 math department, teachers focused on foundational math concepts and skills using a mix of publisher's materials through Big Ideas and SBAC Interim Block Assessments. The TK-8 department partnered with Mathnasium to support after school tutoring to support Tier 3 interventions. Teachers also provided weekly tutoring and progress monitoring to students and families. And, teachers used supplementary materials and programs to support students, such as Citizen Math.

To demonstrate continued growth, the math department will maintain its current common assessment approach and continue to analyze student work, refine administration practices, communicate with educational partners, and share data across the TK-8 and high school program. The school is committed to establishing a common curriculum to provide a more equitable experience and to provide greater opportunities for differentiation and support. The 9-12 math department plans to offer additional math courses in the upcoming school year to provide students with more options and to encourage students to take a fourth year of math. Additionally, the department is working on refining its vertical integration between TK-8 and high school programs, starting with creating a vision and mission statement for the math department and the expectations for each classroom.

Attendance Intervention and Support

The core of grades 9-12 attendance intervention approach are three full-time attendance deans who work to ensure regular attendance among our student population. When students reach 7, 10, and 15 absences attendance deans send notification letters to families, alerting them of the potential impact on their child's academic progress. Moreover, GHC communicates attendance through daily phone calls, and administrators and deans make more personal calls home and conduct home visits to follow up with families whose students require greater

support. When determining whether a home visit is necessary, GHC attendance deans collaborate with the Counseling Office, school social workers, the Special Programs Office, and the Los Angeles School Police Department.

GHC recognizes there may be additional barriers to attendance that students face, such as transportation and childcare challenges. Therefore, GHC works closely with all TK-12 families to identify and resolve barriers that may prevent students from regularly attending school. This year, GHC provided all TK-12 students with Los Angeles Metro cards that provide free access to all transit systems. Also, GHC staff both a TK-12 homeless student liaison and a TK-12 foster youth liaison to support students and families. The liaisons and supporting administrators regularly attend CDE webinars that focus on supporting homeless and foster youth attendance. Additionally, GHC pairs students with their counselor if there is a need for social-emotional or academic engagement support, and pursues the formation of a COST team when more support is required. To further support our TK-8 students and families, GHC collaborates with third-party agencies, such as the Child and Family Guidance Center.

Graduation Rate

GHC attributes our "Very High" graduation rate Status to our continued focus on the following areas of grades 9-12 student support:

Targeted Intervention - Many of GHC targeted interventions are organized by our Intervention Coordinator. GHC's focus on targeted intervention to support students at risk of not graduating or earning a D or F in one or more classes. GHC's tiered system of support ensures that unduplicated students needing additional academic support are identified and provided with an adult advocate on campus, as well as English, Math, and Science instructional aides to assist them. GHC has partnered with Varsity Tutors to provide 1:1 tutoring support for students identified as needing intensive intervention services. Through GHC's continued partnership with tutor.com, all students can access live tutoring support 24-hour a day, seven days a week. This service allows students with schedules that prevent them from attending our traditional After Hours Activities (AHA) tutoring to still get homework help. Online tutoring support helps students improve in their courses before the semester grades are issued. Each student is allotted six hundred minutes of free live tutoring per semester. Also, GHC SpEd students have additional access to in-person, onsite before and after school tutoring. This targeted approach helps struggling students get the individualized support they need to succeed academically and improve their chances of graduating on time.

Counseling Office Intervention - Our Counseling Office conducts intervention based on need, identifying struggling students at the end of each grading period. For students in grades 11 and 12, we offer robust credit recovery opportunities through courses like Academic Success (periods 1-6), Learning Labs (periods 0-7), Saturday Credit Recovery School, and Independent Study. Currently over 300 students are in the process or have completed one or more credit recovery courses through one of our credit recovery programs. By offering various credit recovery opportunities to students who need them, we help them get back on track academically, allowing them to graduate on time and pursue their desired post-secondary path.

Coordination of Services Team (COST) - The Coordination of Services Team (COST) provides additional opportunities and a more cohesive, targeted approach to intervene for our highest at-risk students. Using GHC's tiered interventions as a guide, COST improves the delivery of support services and increases collaboration among different departments, streamlining the intervention process and providing support services quickly. This helps GHC's highest at-risk students get the support they need to succeed academically and ultimately graduate, despite the challenges they may be facing. We also utilize this support with students in grades TK-8.

Counseling Services - GHC offers students and families a broad range of support services. The Counseling Office prioritizes social-emotional support, academic, and college and career counseling for students. The Wellness Center, housing three full-time licensed social workers and one school psychologist, is dedicated to providing mental health support to students on campus. The Counseling Office has also designated counselors to serve students with IEPs and 504s respectively, increasing communication between counselors and case carriers and outlining a clear path to graduation for these students. The Counseling Department works as a team to align TK-8 Program and experience with the transition to high school. Provided throughout the year counselors coordinate parent workshops, individual programming sessions and high school career and college pathway advising. The College and Career Office, with four college and career counselors, continues to partner with the Western Association for College Admission Counseling (WACAC) to host one of the largest college fairs in southern California, with over 120 colleges and universities and up to 2000 attendees. By providing comprehensive support services, GHC ensures that students are not only successful academically but also emotionally and mentally, improving their overall well-being and increasing their chances of graduating.

Summer Transition Academy - All incoming Grade 9 students attend a three-week summer program that focuses on helping students adjust to the high school environment. In addition to assemblies that address student registration, counseling services, and socio-emotional support, students also engage in directed instruction in English and math. The curriculum in both subjects targets skills and content that all students need to be successful, such as close reading strategies and data analysis. Time is also dedicated to a variety of diagnostic tools that assess student skills in both subjects to ensure they receive appropriate placement in the fall as well as any needed interventions to support their success. In this way, GHC ensures that all students have the academic support needed, from Day 1 of their high school experience, for their ongoing success and increase their likelihood of graduation.

Math Interventions - GHC's Algebra I double block program for incoming students identified for additional intervention through the Summer Transition Academy, which uses diagnostic NWEA scores and course assessments throughout the three-week session as well as D or F grades in previous math courses, has been successful. At the beginning of the 2021-2022 school year, all students entered the course with a D or F in math, but by the end of the academic year, only 5% of students still earned a D or F in their math course. GHC's new Algebra IA plus class provides students the opportunity to make up the D or F earned in Algebra IA, while receiving additional targeted support for their Algebra 1B class. The Algebra 2A course provides students the opportunity to make up the D or F earned in Algebra 2A while focusing on their individual needs in mathematics. In this course, GHC partnered with Mathnasium to implement a three week school based program.

During the three week program, individualized assessments were administered and a customized learning plan was developed. After the three week school based program with Mathnasium, students in the Algebra 2A course continue to work with their teacher on lessons to understand key concepts in Algebra 2 while having time to work in small groups. By providing targeted support and intervention, GHC set them up for success academically, which ultimately leads to an increased graduation rate.

Student-Led Support Programs - GHC's Link Crew program, a community-based onboarding program for new students, provides an opportunity for them to connect with peer mentors and engage in the school community. The Writing Center, Math Center, and the Academic Mentor Program (AMP) will continue to recruit and train over the summer. The AMP is a dual mentorship and tutoring program that supports academically and socially at-risk freshmen by training upperclassmen to provide one-to-one and small group tutoring in collaboration with the classroom teacher. By providing a supportive and inclusive school community, as well as various academic resources and mentorship opportunities, GHC helps students feel supported and invested in their education, ultimately increasing their chances of graduating.

Writing and Math Centers - The Writing Center, Math Center, and the Academic Mentor Program (AMP) will continue to recruit and train over the summer. The AMP is a dual mentorship and tutoring program that supports academically and socially at-risk freshmen by training upperclassmen to provide one-to-one and small group tutoring in collaboration with the classroom teacher. The Writing and Math Centers will continue to target Socioeconomically Disadvantaged/Low-Income, African American, English Learner, Students with Disabilities, and Foster Youth student groups. Students who access these centers will increase their proficiency in the respective disciplines, and GHC will measure their effectiveness by tracking the percentage of students accessing the centers who demonstrate growth on the NWEA.

Student Field Trips and Out-of-Classroom Learning Experiences

This year, the TK-8 program took students in every grade level to the following places for expanded learning opportunities, hands-on learning opportunities, and opportunities to build school culture and community.

Underwood Farms in Moorpark

Tree People

Discovery Cube

CA Science Center

Los Angeles Natural History Museum

VT Valley Ranch

Museum of Tolerance

Children's Hunger Fund

Aquarium of the Pacific
Kidspace Children's Museum
Medieval Times
La Brea Tar Pits
Los Angeles Zoo
Santa Monica Playhouse
Six Flags Magic Mountain.

This year, the high school program took students on a variety of field trips and out-of-classroom experiences to enhance their classroom learning. Below is only a partial list of field trips and out-of-classroom learning experiences many high school students enjoyed this year.

Natural History Museum (EL Department)
BAPS Swaminarayan Sanstha (World Religion)
Hollywood Sikh (World Religion)
King Fahad Mosque (World Religion)
Bodies 2.0 (Science)
California Science Center (Science)
Aquarium of the Pacific (Science)
Leo Cabrillo State Beach (Science)
Huntington Beach Wetlands (Science)
L.A. Zoo (Science)
CSUN Library (IB)
Reagan Library (IB)
Archer Lit &... Conference (IB)
NHRA Races at Pomona Fairplex (Automotive Class)

Pierce College (Automotive Class)
The Broad (SpEd)
Post Office (SpEd)
Travel Town Museum (SpEd)
Port of L.A. (SpEd)
Ahmanson Theatre (Drama)
David Henry Hwang Theatre (Drama)
GNOMON School of Visual Effects, Games & Animation (New Media)
Warner Bros Studio (New Media)
LACMA (New Media)
Holocaust Museum (New Media)
Disneyland (ASB)
A Noise Within Theatre (English)
Gilchrist Farm (English)
LAPD Museum (English)
Audacy Radio (CP Radio/English)
Descanso Gardens (Art)
Jarir Bookstore/Harvest Market/Forn Al Hara (Arabic)
Food Festival @ L.A.Trade-Tech College (Culinary)

Additionally, the high school academic clubs and teams traveled the country competing in a variety of competitions.
ACADECA competed in San Jose.

Model UN competed in Berkeley and took first place in “Best After School Delegation.” The team also took first place in New York for “Award of Distinction Simulation.” Lastly, the team, in conjunction with TK-8 participants, took second place in “Outstanding Delegation” at USC.

Robotics competed in San Diego where they took second place out of fifty teams; in San Jose at the Silicon Valley Invitational where Robotics President, Danielle Trinh, won a scholarship for her incredible leadership and dedication; and in Houston where the team ranked thirtieth out of one hundred teams.

Choir performed in San Diego where the Chamber Singers earned a Festival Gold Rating (3rd) and the festival's Spirit Award for being the school that was the most respectful and genuinely supportive of others.

Speech and Debate: Tournament of Champions at the University of Kentucky - After competing for 3 days the Tournament of Champions: Alisha Hassanali (6th) and Emma Kacioglu (Semi-Finalist); TCFL Speech State Qualifier at Burbank High School: In Humorous Interpretation, Savanna Kimball (1st) & Stephanie Dinh (7th), in Original Oratory, Aayushi Garg (1st), in Original Advocacy, Aayushi Garg (2nd), in Program Oral Interpretation, Isabel Huh (2nd) & Stephanie Dinh (6th), in Dramatic Interpretation, Sophie Eli (3rd), in Informative Speaking, Seanna Kim (4th). Semi-Finalists were Ashton He & Alessandra Cardona in Original Oratory. NSDA Debate & Congress Qualifier at Loyola High School: Lincoln-Douglas Octo-Finalists – Emma Kedilerli & Aayushi Garg, Congressional Debate Finalists, Alisha Hassanali (Auto Qualed in House), Emma Kavcioglu (2nd in Senate); Berkeley Invitational at Berkeley University - The Debate Team picked up six awards at the Berkeley Invitational. In Congress, congrats goes to Alisha Hassanali (2nd) and Emma Kavcioglu (5th), in JV Lincoln-Douglas Debate, congrats goes to Quarter-Finalist, Adam Nasser, to Double Octo-Finalists, Mitch Guzman (6th Speaker) & June Peers. Both teams competed and placed in many other competitions during the school year.

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.

No changes to planned goal or actions for the coming year.

Changes made to HS Academic Performance on State Summative - ELA and Math include adding Grade 11 Winter NWEA results with SBAC projections to the Year 2 Outcome because the California School Accountability Dashboard will not be released with updated scores and ratings until after the LCAP is approved and submitted to GHC's charter authorizer and county board of education. The updated data from the state will be included in the LCAP when the data becomes available.

Changes made to TK-8 Academic Performance on State Summative - ELA and Math include adding Grades 3 and 4 Winter NWEA results with SBAC projections and SBAC Interim Comprehensive Assessment results for Grades 6, 7, and 8 to the Year 2 Outcome because the California School Accountability Dashboard will not be released with updated scores and ratings until after the LCAP is approved and submitted to GHC's charter authorizer and county board of education. The updated data from the state will be included in the LCAP when the data becomes available.

As of 2022, the California State Board of Education has suspended reporting on the College & Career Indicator until next school year. In the interim, GHC includes College Acceptance rates by type of secondary institution for Year 1 Outcome and Year 2 Outcome until the College & Career Indicator is reinstated and the data is available.

Per feedback from our charter authorizer, LAUSD, we are also including two sets of data: Percentage of pupils who have successfully completed CTE courses from approved pathways (high school only); and, Percentage of pupils who have successfully completed both a-g and CTE courses (high school only).

Percentage of pupils who have successfully completed CTE courses from approved pathways (high school only)

The following data is from the California School Dashboard for 2021. The data shows that 10.6% of our 2021 graduating cohort successfully completed CTE courses from approved pathways.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

ALL Cohorts	All Students	African American	American Indian	Asian	Fillipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	121	5	*	21	9	40	*	42	1	1	69	5	*	*
Cohort Percent	10.6%	11.9%	*	10.8%	7.8%	8.9%	*	14.2%	7.7%	3.4%	9.1%	3.3%	*	*

The following data is from the California School Dashboard for 2022. The data shows that 11.5% of our 2022 graduating cohort successfully completed CTE courses from approved pathways. This is a 0.9% increase from the previous year. GHC is compiling data for our 2023 graduating cohort for submission to CALPADS.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the Combined Graduation Rate

This table shows students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

ALL Combined Rate	All Students	African American	American Indian	Asian	Fillipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Combined Rate Total	135	2	*	21	11	54	*	42	*	4	90	5	*	*
Combined Rate Percent	11.5%	4.5%	*	11.1%	9.8%	11.2%	*	13.4%	*	9.5%	11.0%	3.7%	*	*

Percentage of pupils who have successfully completed both a-g and CTE courses (high school only)

The following data is from the California School Dashboard for 2021. The data shows that 9.6% of our 2021 graduating cohort successfully completed at least one CTE course from an approved pathway and completed a-g requirements.

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	110	4	*	20	8	35	*	39	1	0	60	4	*	*
Cohort Percent	9.6%	9.5%	*	10.3%	6.9%	7.8%	*	13.2%	7.7%	0.0%	7.9%	2.7%	*	*

The following data is from the California School Dashboard for 2022. The data shows that 9.7% of our 2021 graduating cohort successfully completed at least one CTE course from an approved pathway and completed a-g requirements. This is an increase of 0.1% from the previous year. GHC is compiling data for our 2023 graduating cohort for submission to CALPADS.

Completed at Least One CTE Pathway AND a-g Requirements – Number and Percentage of All Students in the Combined Graduation Rate

This table shows students in the combined four- and five-year graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

ALL	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Combined Rate Total	114	2	*	20	10	44	*	34	*	1	76	2	*	*
Combined Rate Percent	9.7%	4.5%	*	10.6%	8.9%	9.1%	*	10.8%	*	2.4%	9.3%	1.5%	*	*

Goal #2: Basic Services and Conditions of Learning

Goal #	Description
2	<p><u>Basic Services and Conditions of Learning</u></p> <p>Granada Hills Charter provides all staff and students with a safe, warm, and welcoming school environment that promotes innovation, risk-taking, and learning. Along with building content knowledge using the California Common Core State Standards, the Next Generation Science Standards, and California Content Standards, teachers develop lessons that are rigorous and relevant. All students, including English Learners, Foster Youth, and Socio-Economically Disadvantaged have an opportunity to engage in active learning.</p> <p><u>Aligned Priorities:</u> 1, 2, and 7</p>

An explanation of why the LEA has developed this goal.

Providing students and staff with a safe, nurturing campus while having access to the necessary resources and materials needed to facilitate instruction is critical to student success. With a large campus and a variety of academic and non-academic programs and courses offered, Granada Hills Charter must continue to maintain all of its physical resources and campus grounds while ensuring every teacher 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 - from SARC)	<table><tr><th colspan="3">2020-2021</th></tr><tr><th>Authorization/Assignment</th><th>School #</th><th>School %</th></tr><tr><td>Total Teaching Positions</td><td>211.60</td><td>100%</td></tr><tr><td>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</td><td>195.50</td><td>92.37%</td></tr><tr><td>Intern Credential Holders Properly Assigned</td><td>0.80</td><td>0.38%</td></tr><tr><td>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</td><td>1.70</td><td>0.85%</td></tr><tr><td>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</td><td>5.70</td><td>2.70%</td></tr><tr><td>Unknown</td><td>7.80</td><td>3.69%</td></tr></table>	2020-2021			Authorization/Assignment	School #	School %	Total Teaching Positions	211.60	100%	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	195.50	92.37%	Intern Credential Holders Properly Assigned	0.80	0.38%	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	0.85%	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.70	2.70%	Unknown	7.80	3.69%	Maintained	Maintained	[Insert outcome here]	Maintain or Improve																																																																																																
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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. Additional actions supplemented by Arts, Music, and Instructional Materials Discretionary Block Grant.	\$5,327,699	N
2	Professional Development for Classified Staff	General Professional Development will be provided for classified staff for school and job performance improvement. Additional actions supplemented by Educator Effectiveness Block Grant.	\$296,000	N
3	Certificated Staffing	Ensure supervision and staffing of instructional programs with appropriately credentialed teachers and administrators.	\$2,911,804	N
4	School Facilities Maintenance	Provide functional school facilities; custodial/maintenance, security, cafeteria staff, office staff, etc., and operations contracts/supplies, and cafeteria food supplies.	\$6,924,900	N
5	Classified Staffing	Office staff in human resources, attendance, student activities, the Business Office, and parent outreach.	\$3,590,223	N
6	Student Meals	Student meal and nutrition expenses.	\$3,052,000	N

Goal Analysis for 2022-2023

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: Curriculum and Supplemental Resources

Successes: Departments who have adopted new curriculum spent available professional development time implementing and learning the new curriculum, specifically in World Languages and Cultures, English Language Development, and Biology. Other content areas and grade levels continued to develop their existing curriculum. Science adopted new courses from Project Lead the Way: Biomedical Science, Engineering, and Computer Science. Math adopted two new courses: Introduction to Data Science and Financial Life Cycle, with a planned 2023-2024 offering. And, math conducted a curriculum professional development and review for Geometry, with a planned implementation for 2023-2024.

Challenges: The primary challenge for 2022-2023 was ensuring departments had enough dedicated professional development time for curriculum development and implementation. For 2023-2024, GHC is providing more professional development time and opportunities for departments to collaborate and work on curriculum as well as other school initiatives.

Action Item 2: 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.

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 continues to be a challenge 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.

Action Item 3: Certificated Staffing

Successes: Fully staffed with credentialed teachers.

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

Action Item 4: School Facilities and Maintenance

Successes: Facilities are functional and an efficient staff/team proficiently mitigates issues at both sites.

Challenges: With heavy rains this winter season, it has been difficult attending to the various roof leaks that impact classrooms and offices.

Action Item 5: Classified Staffing

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

Challenges: No known challenges at this time.

Action Item 6: Student Meals

Successes: Year after year we've been steadily serving a larger percentage of the GHC student population. This trend should be steadily increasing over the next couple of years as students and families lose some of the stigma that was associated with eating free meals.

Challenges: The increase number of students participating every day leads to new challenges such as regularly coming up with innovative recipe ideas to draw students in, being appropriately staffed to serve students in a timely manner, and regularly engaging students and families

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.

The Arts and Music Block Grant was leveraged to invest in equipment replacement of music instruments for the high school GHC band program and performing arts program at both campuses. Educator Effectiveness funding was leveraged to increase professional development across certificated and classified positions. A wide variety of facility maintenance and improvements were deployed to increase safety and learning environments. Total expenditures for Goal 2 increased by \$3.8M or 17% compared to the original plan.

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

All actions address appropriate staffing, facilities, meals, and curriculum. 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. World Languages & Cultures focused on implementing a new curriculum while the Science department adopted new courses for next year. Professional development time was split between department meetings and planning, Capturing Kids' Hearts, and Canvas/Toddle.

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.

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

Changes were made to the metrics to reflect the same data and reporting that is published in the School Accountability Report Card. For the CCTC records and teacher assignments, GHC included internal data that is reported to CALPADS instead of using the officially released data from the CDE because of a lag from the CDE of releasing the data. As the CDE releases data from 2021-2022 and 2022-2023, GHC will update its LCAP.

Goal #3: Parental Engagement, Student Engagement, and School Climate and Safety

Goal #	Description
3	<p><u>Parental Engagement, Student Engagement, and School Climate and Safety</u></p> <p>Granada Hills Charter values school safety, educational and enrichment opportunities for all, and a school climate that fosters success. To ensure Granada Hills Charter continues to provide a safe campus and an inclusive school climate, parents, students, and staff are given multiple avenues, opportunities, and platforms to engage in the betterment of the organization.</p> <p><u>Aligned Priorities:</u> 3, 5, and 6</p>

An explanation of why the LEA has developed this goal.

Granada Hills Charters serves an incredibly large and diverse student population and community. Ensuring stakeholders' voices are heard in the decision-making process is critical to building a sustainable and engaged community of students, parents, staff, and community members. 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, PTSAs, 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% Relationships & Communications: 88.3% Safety & Discipline: 95%	Academic Program: 86% Relationships & Communications: 94% Safety & Discipline: 97%	Academic Program: 87% Relationships & Communications: 78% Safety & Discipline: 78%	[Insert outcome here]	Academic Program: 98% Relationships & Communications: 93% Safety & Discipline: 98%
9-12 Student Satisfaction Survey (Pupil Engagement)	Academic Program: 82.2% Relationships & Communications: 65.7% Safety & Discipline: 80.7%	Academic Program: 83% Relationships & Communications: 61% Safety & Discipline: 85%	Academic Program: 92% Relationships & Communications: 60% Safety & Discipline: 82%	[Insert outcome here]	Academic Program: 89% Relationships & Communications: 70% Safety & Discipline: 85%
TK-8 Parent Satisfaction Survey (Parent Engagement)	Academic Program: 84.2% Relationships & Communications: 86.8% Safety & Discipline: 81.8%	Academic Program: 92% Relationships & Communications: 96% Safety & Discipline: 96%	Academic Program: 92% Relationships & Communications: 77% Safety & Discipline: 90%	[Insert outcome here]	Academic Program: 93% Relationships & Communications: 95% Safety & Discipline: 90%
9-12 Parent Satisfaction Survey (Parent Engagement)	Academic Program: 88.2% Relationships & Communications: 78.3% Safety & Discipline: 79.8%	Academic Program: 81% Relationships & Communications: 84% Safety & Discipline: 93%	Academic Program: 78% Relationships & Communications: 78% Safety & Discipline: 79%		Academic Program: 93% Relationships & Communications: 83% Safety & Discipline: 85%

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Community Service Opportunities	Materials and resources for developing community service opportunities for students (Young Granada Givers Club, Lend a Hand)	\$471,555	N
2	Student Leadership Opportunities	Materials and resources for site-based events to develop leadership opportunities for students. At the high school this includes LINK Crew and AMP. At the TK-8 this includes the Student Council.	\$482,391	N
3	Discipline Deans and Attendance Office Staffing	Staffing, materials, and resources for Discipline Deans and Attendance Office. Partnership with Aegis Security.	\$3,706,232	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.	\$2,191,983	N
5	School Climate Survey and Engaging Educational Partners	<p>Partner with Panorama Education for school climate survey, Possip for bi-weekly parent pulse checks, and other opportunities for engaging with educational partners, monthly parent ambassador connections, student ambassador club, staff participation in chamber events and committees, civic-engagement field trips to City Hall, alumni visits and school tours, and coordinating parent engagement at board meetings).</p> <p>Staffing and resources for the communications department.</p> <p>Materials and resources for high school and TK-8 Parent-Teacher School Associations.</p>	\$796,000	Y

Goal Analysis for 2022-2023

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: Student Community Service Opportunities

Successes: TK-8 continues the Young Granada Givers Club with other community-based initiatives such as Lend a Hand, and other opportunities to learn how to be invested in their community. 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, both on campus and off campus.

Challenges: The focus continues to be teaching students on what community service looks like and why it's important to building and maintaining vibrant, diverse communities that support the needs of all its members.

Action Item 2: Student Leadership Opportunities

Successes: TK-8 continues to build leadership culture in elementary and middle school with Student Council in grades 3-8. Student leaders continue to 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 includes students in the Student Services Committee, SSC/LCAP Advisory, ELAC, and other committees.

Challenges: No known challenges at this time.

Action Item 3: 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 fully staffed with Discipline Deans. The school continues its partnership with Aegis Security Services to provide additional support and crowd management throughout the school day, after school hours, and during events.

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.

Action Item 4: Staffing for Activities and Outreach

Successes: For 2022-2023, the GHC communications team administered twelve bi-weekly parent pulse checks and hosted monthly parent ambassador connections, including B2S and CAP events. The Student Ambassador Club volunteered at over twenty business and community events. The team managed and coordinated staff participation in chamber events and committees, civic-engagement field trips to

City Hall and CD12 Leadership Retreat, SoCalGas-hosted careers panel for STEM students, managed ten alumni visits and school tours, and facilitated parent engagement at GHC Board meetings.

Challenges: General challenges when managing multiple communications projects across two campuses: communication, alignment, etc.

Action Item 5: School Climate Survey and Engaging Educational Partners

Successes: GHC continued its partnership 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, twelve 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.

Challenges: GHC continues to build trust and buy-in with the school climate survey. Administration this year included video PSA, targeted email campaigns, and marketing on student chromebooks. One significant challenge is disseminating the data in a timely manner to all educational partners.

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.

ESSER II funds were allocated to contracted security services to support school discipline and safety. The communication department staffing allocation is now allocated to Goal 3. Total expenditures for Goal 3 increased by \$1.6M or 21%.

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

There is a drop on Safety & Discipline for both campuses. This can be attributed to the relaxation of the masking requirement and the lessening of restrictions and safety protocols associated with the COVID-19 pandemic. Both students and parents at both campuses continue to show favorable responses to the GHC's academic programs. This can be attributed to being on campus for the second year after the pandemic and having school operations return to pre-pandemic functions and expectations, including implementing stricter homework and attendance policies, and teachers fully implementing their curriculum and assessments. The survey results for communications and relationships are slightly down for students and parents at both campuses. This could be attributed to both campuses focusing more on academics this year and less on social-emotional and relationship-building from the previous year. The suspension, expulsion, and dropout

rates continue to be very low, which could be attributed to the variety of resources and systems GHC implements in early identification and support for students who struggle.

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.

There are no material changes to the planned goal, desired outcomes, or actions.

Changes were made to the metrics. Based on feedback from our charter authorizer, GHC included data on the Expulsion Rate and Dropout Rate for the entire school. The data also provides an equity lens as Suspension Rate, Expulsion Rate, and Dropout Rate show percentages for each student population. The Suspension Rate and Dropout Rate for Year 2 Outcomes is based on internal reporting and will be replaced with data released from the state when made available.

Goal #4: Supporting Students’ Social-Emotional Learning and Needs

Goal #	Description
4	<p><u>Supporting Students’ Social-Emotional Learning and Needs</u></p> <p>Granada Hills Charter is committed to providing every student with the social-emotional supports and services needed to address the challenges students face while attending Granada Hills Charter and equipping them with the tools and knowledge required to successfully transition to college and career.</p> <p><u>Aligned Priorities:</u> 4, 5, and 6</p>

An explanation of why the LEA has developed this goal.

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

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 (CA Dashboard)	<table><tr><th colspan="2">2018-2019</th></tr><tr><th>Student Group</th><th>%</th></tr><tr><td>ALL STUDENTS</td><td>0.6%</td></tr><tr><td>Foster Youth</td><td>15.4%</td></tr><tr><td>African-American</td><td>1.5%</td></tr><tr><td>English Learners</td><td>1.4%</td></tr><tr><td>Students with Disabilities</td><td>1.3%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>0.8%</td></tr><tr><td>Filipino</td><td>0.5%</td></tr><tr><td>Hispanic</td><td>0.8%</td></tr><tr><td>White</td><td>0.3%</td></tr><tr><td>Asian</td><td>0.5%</td></tr><tr><td>Two or More Races</td><td>0%</td></tr><tr><td>American Indian</td><td>N/A</td></tr><tr><td>Pacific Islander</td><td>N/A</td></tr></table>	2018-2019		Student Group	%	ALL STUDENTS	0.6%	Foster Youth	15.4%	African-American	1.5%	English Learners	1.4%	Students with Disabilities	1.3%	Socioeconomically Disadvantaged	0.8%	Filipino	0.5%	Hispanic	0.8%	White	0.3%	Asian	0.5%	Two or More Races	0%	American Indian	N/A	Pacific Islander	N/A	<table><tr><th colspan="2">2021-2022</th></tr><tr><th>Student Group</th><th>%</th></tr><tr><td>ALL STUDENTS</td><td>0.3%</td></tr><tr><td>Foster Youth</td><td>0%</td></tr><tr><td>African-American</td><td>0.4%</td></tr><tr><td>English Learners</td><td>0%</td></tr><tr><td>Students with Disabilities</td><td>1.2%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>0.3%</td></tr><tr><td>Filipino</td><td>0%</td></tr><tr><td>Hispanic</td><td>0.4%</td></tr><tr><td>White</td><td>0.2%</td></tr><tr><td>Asian</td><td>0.1%</td></tr><tr><td>Two or More Races</td><td>1.2%</td></tr><tr><td>American Indian</td><td>0%</td></tr><tr><td>Pacific Islander</td><td>0%</td></tr></table>	2021-2022		Student Group	%	ALL STUDENTS	0.3%	Foster Youth	0%	African-American	0.4%	English Learners	0%	Students with Disabilities	1.2%	Socioeconomically Disadvantaged	0.3%	Filipino	0%	Hispanic	0.4%	White	0.2%	Asian	0.1%	Two or More Races	1.2%	American Indian	0%	Pacific Islander	0%	Based on internal progress monitoring, for 2022–2023 the Suspension Rate is 0.2%.	[Insert outcome here]	Maintain or Decrease																								
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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 communities.</p> <p>Partner with Second Step to provide professional development, resources, and materials to teachers.</p> <p>Partner with Capturing Kids' Hearts to provide professional development, resources, and materials to teachers and staff.</p> <p>Additional actions supplemented by the Educator Effectiveness Block Grant.</p>	\$1,901,392	N

Action #	Title	Description	Total Funds	Contributing
2	Student Mental Health Support	<p>Expand student social-emotional and mental health support, referral, suicide prevention and follow-up provided by 2 full-time Psychiatric Social Workers and second full-time Nurse in support of Foster Youth and Unduplicated Population of students.</p> <p>Additional actions supplemented by the California Community Schools Partnership Grant and the Homeless Children and Youth Grant, which is a federal grant that provides needed assistance to enable homeless children and youth to attend and participate fully in school activities, such as in-person instruction, spring and summer learning, and enrichment programs.</p>	\$1,265,222	Y

Goal Analysis for 2022-2023

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: Vertical Planning and Student Transitions

Successes: A lot more work transitioning grade 8 to grade 9; offered presentations and webinars to inform and support students; alignment between 6-8 MYP and 9-10 MYP improved; student speakers; meetings with students; resources and counselors available and communicating with all educational partners.

Challenges: Looking to implement a grade 5 to grade 6 transition; kinder to grade 1 transition; focus on TK getting younger; parent workshops on math pathways.

Action Item 1: Homeroom/Advisory Resources

Successes: Want to keep as a core foundation of the program; opportunity to connect with students and build relationships; more social-emotional activities to build belonging and engagement.

Challenges: Still determining how best to maximize the time and space; IB school - making 8 periods fit into a 6 period schedule.

Action Item 1: Counseling Staffing and Services for TK-8

Successes: Able to pivot an after school tutoring coordinator to be more counseling focused in elementary in addition to before and after school academic supports and intervention in addition to include more social-emotional and counseling support.

Challenges: Consider a counselor for TK-8 as enrollment increases and students' needs increase.

Action Item 1: Counseling Staffing and Services for High School

Successes: Maintained staffing needs to address student needs. 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 challenges.

Action Item 1: Second Step Partnership

Successes: Good foundational program across TK through 8; checks a lot of boxes. Solid Tier 1 support.

Challenges: Finding gaps in the program and identifying the next steps for students who need Tier 2 and Tier 3 support and interventions.

Action Item 1: Parker Anderson Partnership

Successes: Meets the needs for enrichment beyond the school day.

Challenges: No identified challenges at this time.

Action Item 2: Expanded Student Health and Mental Health Support

Successes: Contracted nurses and medical assistants to help support student needs related to illness and other medical emergencies. TK-8 counseling staff continues to engage in professional learning to expand mental health support as well as engage with the high school for additional support and resources.

Challenges: No challenges.

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.

Title II funds and CA Community School Planning Grant were allocated to both actions. Total expenditures for Goal 4 increased by \$248K or 7%. Additional funds from the California Community Schools Partnership grant are used to supplement the mental health and social-emotional services offered to students.

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

Based on our internal reporting on suspensions, GHC decreased its overall Suspension Rate by .01% from .03% in 2021-2022 to 0.2% in 2022-2023. The Expulsion Rate maintains a 0% and the Dropout Rate is anticipated to be lower than last year. There has also been a significant decrease in PMRT calls. General student misbehavior continues to be a challenge, and GHC is actively working with community partners, neighbors, and other organizations to address some of the issues identified on the high school campus.

Additionally, the table/graphic below shows the number and types of services and interactions the Wellness Center had this year:

<i>2022-2023 School Year Social Work Data:</i>	
Chromebook sign-ins	3,760
Total students seen	850
New intake	576
Re-admit conferences for students coming out of psychiatric hospitalizations	13
Hospitalizations via SSW	1

<i>Units of Service Summary:</i>	
1:1 meeting with students	3,021
Meeting w/ students and collateral(s):	40
Meeting w/ collateral(s):	65
Collateral phone calls:	211

* Collateral means anyone who is not a student (e.g. parent, therapist, counselor).

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.

There are no material changes to the planned goal, desired outcomes, or actions.

Changes were made to the metrics. Based on feedback from our charter authorizer, GHC included data on the Expulsion Rate and Dropout Rate for the entire school. The data also provides an equity lens as Suspension Rate, Expulsion Rate, and Dropout Rate show percentages for each student population. The Suspension Rate and Dropout Rate for Year 2 Outcomes is based on internal reporting and will be replaced with data released from the state when made available.

GHC was awarded the California Community Schools Partnership grant to support the school's efforts in partnering with community agencies and local government to leverage community resources to improve student outcomes, either academically or through social-emotional and mental health supports. The TK-8 partnered with the Child Development Institute to present parent workshops and facilitate elementary

student support groups. The parent workshops focused on Supporting Social-Emotional Development in School-Age Children, Responding Sensitively to Challenging Behaviors in K-5 Students, Supporting Social Emotional Development in Adolescents, and Responding Sensitively to Challenging Behaviors in Tweens and Teens. The support group for elementary students focused on self-regulation, awareness of emotions, impulse control, and building positive connections with other students. The TK-8 also partnered with Growing Leaders to provide presentations for middle school assemblies on building healthy habits and choices, the importance of building a good character, how to be a good leader, and how to prepare for college and beyond. The TK-8 also partnered with Dance Kids to provide kindergarten and first graders with engaging and interactive opportunities to learn about body movement, body positivity, and body regulation. The high school program partnered with Campus Outreach to provide a series of presentations on building healthy relationships. Presenters included: Katie Koestner, who shared her personal story about date rape and sexual assault in order to address issues of sexual assault, respect, consent, healthy decision-making, power balances, peer pressure, self-confidence, setting clear expectations and incapacitation vs. intoxication. Katie also discussed leadership, protective measures, and definitions of sexual misconduct. Gordon Braxton is a Division Chief for the Department of Defense and a former Director of Men's Outreach on Sexual Assault Prevention at Harvard University. As a black male, Gordon connects with male students and students of color to navigate masculinity and the role of men in preventing sexual violence.

Goal #5: Building an Equitable and Inclusive School Community

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.	This metric was removed. See rationale for removal under Goal Analysis section below.	[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)	In 2020-2021, 25% of students were enrolled in an Academic Program.	In 2021-2022, 24% of students were enrolled in an Academic Program.	In 2022-2023, 24% of students were enrolled in an Academic program.	[Insert outcome here]	By 2023-2024, 28% of all students will be enrolled in an Academic Program.																																																																																				
A-G Course Requirements (% Completed)	<table><tr><th colspan="2">2020-2021</th></tr><tr><th>Student Population</th><th>% Meeting UC/CSU</th></tr><tr><td>All Students</td><td>80%</td></tr><tr><td>African American</td><td>71%</td></tr><tr><td>American Indian</td><td>N/A</td></tr><tr><td>Asian</td><td>91%</td></tr><tr><td>Filipino</td><td>85%</td></tr><tr><td>Hispanic</td><td>71%</td></tr><tr><td>Pacific Islander</td><td>N/A</td></tr><tr><td>White</td><td>83%</td></tr><tr><td>Two or More Races</td><td>92%</td></tr><tr><td>English Learner</td><td>70%</td></tr><tr><td>Students with Disabilities</td><td>46%</td></tr><tr><td>Socio-Economically Disadvantaged</td><td>75%</td></tr></table>	2020-2021		Student Population	% Meeting UC/CSU	All Students	80%	African American	71%	American Indian	N/A	Asian	91%	Filipino	85%	Hispanic	71%	Pacific Islander	N/A	White	83%	Two or More Races	92%	English Learner	70%	Students with Disabilities	46%	Socio-Economically Disadvantaged	75%	<table><tr><th colspan="2">2021-2022</th></tr><tr><th>Student Population</th><th>% Meeting UC/CSU</th></tr><tr><td>All Students</td><td>76%</td></tr><tr><td>African American</td><td>78%</td></tr><tr><td>American Indian</td><td>N/A</td></tr><tr><td>Asian</td><td>91%</td></tr><tr><td>Filipino</td><td>82%</td></tr><tr><td>Hispanic</td><td>70%</td></tr><tr><td>Pacific Islander</td><td>N/A</td></tr><tr><td>White</td><td>73%</td></tr><tr><td>Two or More Races</td><td>N/A</td></tr><tr><td>English Learner</td><td>65%</td></tr><tr><td>Students with Disabilities</td><td>37%</td></tr><tr><td>Socio-Economically Disadvantaged</td><td>73%</td></tr></table>	2021-2022		Student Population	% Meeting UC/CSU	All Students	76%	African American	78%	American Indian	N/A	Asian	91%	Filipino	82%	Hispanic	70%	Pacific Islander	N/A	White	73%	Two or More Races	N/A	English Learner	65%	Students with Disabilities	37%	Socio-Economically Disadvantaged	73%	Based on internal data for the 2022-2023 school year, approximately 75% of graduates fulfilled their A-G course requirements. Official data will be available in July of 2023.	[Insert outcome here]	<table><tr><th colspan="2">Desired Outcome</th></tr><tr><th>Student Population</th><th>% Meeting UC/CSU</th></tr><tr><td>All Students</td><td>83%</td></tr><tr><td>African American</td><td>76%</td></tr><tr><td>American Indian</td><td>N/A</td></tr><tr><td>Asian</td><td>95%</td></tr><tr><td>Filipino</td><td>88%</td></tr><tr><td>Hispanic</td><td>74%</td></tr><tr><td>Pacific Islander</td><td>N/A</td></tr><tr><td>White</td><td>88%</td></tr><tr><td>Two or More Races</td><td>95%</td></tr><tr><td>English Learner</td><td>73%</td></tr><tr><td>Students with Disabilities</td><td>49%</td></tr><tr><td>Socio-Economically Disadvantaged</td><td>78%</td></tr></table>	Desired Outcome		Student Population	% Meeting UC/CSU	All Students	83%	African American	76%	American Indian	N/A	Asian	95%	Filipino	88%	Hispanic	74%	Pacific Islander	N/A	White	88%	Two or More Races	95%	English Learner	73%	Students with Disabilities	49%	Socio-Economically Disadvantaged	78%
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Access to Advanced Coursework (% Completing at least 1 AP or IB course within 4 years)	<table><tr><th colspan="2">2020-2021</th></tr><tr><th>Student Population</th><th>%</th></tr><tr><td>All Students</td><td>76%</td></tr><tr><td>Black or African American</td><td>60%</td></tr><tr><td>White</td><td>71%</td></tr><tr><td>Asian</td><td>91%</td></tr><tr><td>Hispanic</td><td>70%</td></tr><tr><td>English Learners</td><td>30%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>72%</td></tr><tr><td>Students with Disabilities</td><td>20%</td></tr></table>	2020-2021		Student Population	%	All Students	76%	Black or African American	60%	White	71%	Asian	91%	Hispanic	70%	English Learners	30%	Socioeconomically Disadvantaged	72%	Students with Disabilities	20%	<table><tr><th colspan="2">2021-2022</th></tr><tr><th>Student Population</th><th>%</th></tr><tr><td>All Students</td><td>73%</td></tr><tr><td>Black or African American</td><td>73%</td></tr><tr><td>White</td><td>75%</td></tr><tr><td>Asian</td><td>87%</td></tr><tr><td>Hispanic</td><td>68%</td></tr><tr><td>English Learners</td><td>12%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>60%</td></tr><tr><td>Students with Disabilities</td><td>37%</td></tr></table>	2021-2022		Student Population	%	All Students	73%	Black or African American	73%	White	75%	Asian	87%	Hispanic	68%	English Learners	12%	Socioeconomically Disadvantaged	60%	Students with Disabilities	37%	Based on internal data for the 2022-2023 school year, 72% of students completed at least 1 AP or IB course within 4 years.		<table><tr><th colspan="2">Desired Outcome</th></tr><tr><th>Student Population</th><th>%</th></tr><tr><td>All Students</td><td>79%</td></tr><tr><td>Black or African American</td><td>65%</td></tr><tr><td>White</td><td>76%</td></tr><tr><td>Asian</td><td>92%</td></tr><tr><td>Hispanic</td><td>75%</td></tr><tr><td>English Learners</td><td>33%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>75%</td></tr><tr><td>Students with Disabilities</td><td>25%</td></tr></table>	Desired Outcome		Student Population	%	All Students	79%	Black or African American	65%	White	76%	Asian	92%	Hispanic	75%	English Learners	33%	Socioeconomically Disadvantaged	75%	Students with Disabilities	25%																								
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development, Materials, and Resources 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> <p>Additional actions will be supplemented by the Anti-Bias in Education Grant and the Arts, Music, and Instructional Materials Discretionary Block Grant for implementation and purchasing starting in Fall 2023.</p>		Y

Goal Analysis for 2022-2023

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: EPOCH Education for TK-8

Successes: In reviewing the 2022-2023 professional development calendar, it was determined to not move forward with EPOCH Education during the 2022-2023 school year. As the leadership team reviews and finalizes the professional development calendar for 2023-2024, they will determine if EPOCH Education will be needed.

Challenges: Competing and complementary professional development sessions were provided.

Action Item 1: Teacher-Led PD in TK-8

Successes: TK-8 teachers continued implementation of 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 challenges at the moment.

Action Item 1: EPOCH Education for High School

Successes: Trained all social workers, academic counselors, college counselors, and deans on supporting the needs of various student populations. Training included microaggressions and implicit bias. All Grade 11 students also received the same presentations.

Challenges: Need to expand various training to more students, teachers, and staff.

Action Item 1: Digital Promise

Successes: In reviewing the 2022-2023 professional development calendar, it was determined to not move forward with Digital Promise during the 2022-2023 school year.

Challenges: Identifying the space and time to implement Digital Promise to greater effectiveness.

Action Item 1: Equity Learning Modules

Note: Action was removed from last year's LCAP.

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.

GHC was awarded the state AntiBias Education Grant. Funds will be expensed in the coming 2023-24 academic year. No material changes were made to expense allocations under Goal 5. Total expenditures for Goal 5 increased by \$50K or 5%.

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

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. Having teacher-led professional development and readings helped teachers build and deepen their understanding of the issues surrounding diversity, equity, and inclusion while being able to apply those learnings in the classroom.

The high school leveraged EPOCH Education in many ways to help develop an understanding and implementation of a support system for students who need additional behavioral support. The counselors, deans, and members of the Special Programs department participated in several trainings and meetings to learn how to work together and collaborate to support the needs of students who display more challenging and aggressive behaviors, building and deepening their understanding of how to appropriately and effectively support those students.

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.

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 student populations 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.

GHC was awarded the Anti-Bias in Education Grant from the CDE. GHC partnered with the National Center for Urban School Transformation to conduct an Equity and Excellence Audit of GHC in the Fall of 2023. NCUST's Equity and Excellence Audit will generate findings that help campus leaders understand how their school is like and different from the award-winning schools NCUST has identified and studied. The findings will help explain the reasons why some demographic groups of students at certain grade levels, in certain subject areas achieve better learning results. As well, the findings will help explain the reasons the results for other groups of students could be better. Specifically, findings will highlight the following: Culture, Curricula, and Instruction. A final audit report provides clear and practical recommendations that will leverage the school's strengths and highlight the most important improvement opportunities. This document will be the blueprint for the school to replicate the systems, structures and student outcomes discovered in the award winning schools NBCUST has studied.

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)
\$7,981,757	\$0

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
29.51%	0%	\$0	29.51%

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: Pupil Achievement & Outcomes

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: Basic Services and Conditions of Learning

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: Community, Climate, and Engagement

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, PTSA's, 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 implementing a bi-weekly pulse check to families to share feedback and needs with the school.

1. The needs of unduplicated students were considered first for these actions by ensuring that the pulse check system is easy to use and is accessible across all mobile devices.
2. These actions are effective in meeting the goals for unduplicated students by providing those students and their families with direct access to the school in order to address their needs and to share their experiences.

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

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: Building an Equitable and Inclusive School Community

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 the ELD curriculum and providing professional development to ELD teachers, EL coordinator, and integrated ELD teachers.

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.

2022-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2022-23	\$ 59,689,359	\$ 7,981,757	13.37%	0.00%	13.37%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Technology and Data Processing	All	No	LEA-wide	All	All Schools	Ongoing	\$ 1,937,216	\$ 3,609,494	\$ 5,546,710	\$ -	\$ -	\$ -	\$ 5,546,710	9.29%
1	1.2	Curriculum and Resources	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 3,394,256	\$ 3,394,256	\$ -	\$ -	\$ -	\$ 3,394,256	5.69%
1	1.3	Academic Assessments	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 1,165,139	\$ 1,165,139	\$ -	\$ -	\$ -	\$ 1,165,139	1.95%
1	1.4	Special Program Contracts and District Fees, Testing Services, and Co-Teaching Program	Students with Disabilities	No	Limited	All	All Schools	Ongoing	\$ -	\$ 11,170,471	\$ 5,101,004	\$ -	\$ 4,552,476	\$ 1,516,991	\$ 11,170,471	18.71%
1	1.5	Specialized Services for Unduplicated Students	Unduplicated Pupils	Yes	Limited	All	All Schools	Ongoing	\$ -	\$ 2,260,500	\$ 2,260,500	\$ -	\$ -	\$ -	\$ 2,260,500	3.79%
1	1.6	Summer School Programming	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 972,532	\$ 1,596,718	\$ 2,569,250	\$ -	\$ -	\$ -	\$ 2,569,250	4.30%
1	1.7	Student Support and Intervention	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 737,500	\$ 737,500	\$ -	\$ -	\$ -	\$ 737,500	1.24%
1	1.8	College and Career Counselors Staffing	All	No	LEA-wide	All	High School	Ongoing	\$ 989,658	\$ (987,092)	\$ 2,566	\$ -	\$ -	\$ -	\$ 2,566	0.00%
1	1.9	CTE - Staff, Materials, and Supplies	All	No	LEA-wide	All	High School	Ongoing	\$ -	\$ 4,313,714	\$ 4,210,989	\$ -	\$ -	\$ 102,725	\$ 4,313,714	7.23%
1	1.1	Professional Development Focused on Student Achievement	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 876,643	\$ 876,643	\$ -	\$ -	\$ -	\$ 876,643	1.47%
2	2.1	Curriculum and Supplemental Resources	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 4,234,483	\$ 4,234,483	\$ -	\$ -	\$ -	\$ 4,234,483	7.09%
2	2.2	Professional Development for Classified Staff	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 265,000	\$ 265,000	\$ -	\$ -	\$ -	\$ 265,000	0.44%
2	2.3	Certificated Staffing	All	No	LEA-wide	All	All Schools	Ongoing	\$ 2,064,779	\$ -	\$ 2,064,779	\$ -	\$ -	\$ -	\$ 2,064,779	3.46%
2	2.4	School Facilities Maintenance	All	No	LEA-wide	All	All Schools	Ongoing	\$ 5,564,957	\$ -	\$ 5,564,957	\$ -	\$ -	\$ -	\$ 5,564,957	9.32%
2	2.5	Classified Staffing	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 2,344,574	\$ 2,344,574	\$ -	\$ -	\$ -	\$ 2,344,574	3.93%
2	2.6	Student Meals	All	No	LEA-wide	All	All Schools	Ongoing	\$ 1,703,923	\$ 2,116,324	\$ -	\$ 2,244,247	\$ -	\$ 1,576,000	\$ 3,820,247	6.40%
3	3.1	Student Community Service Opportunities	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 463,472	\$ 463,472	\$ -	\$ -	\$ -	\$ 463,472	0.78%
3	3.2	Student Leadership Opportunities	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 436,472	\$ 436,472	\$ -	\$ -	\$ -	\$ 436,472	0.73%
3	3.3	Discipline Deans and Attendance Office Staffing	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 2,490,531	\$ -	\$ 2,490,531	\$ -	\$ -	\$ -	\$ 2,490,531	4.17%
3	3.4	Staffing for Activities and Outreach	All	No	LEA-wide	All	All Schools	Ongoing	\$ 1,833,207	\$ -	\$ 1,833,207	\$ -	\$ -	\$ -	\$ 1,833,207	3.07%
3	3.5	School Climate Survey and Engaging Educational Partners	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 833,260	\$ 833,260	\$ -	\$ -	\$ -	\$ 833,260	1.40%
4	4.1	Emotional Learning	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 1,825,000	\$ 1,601,892	\$ -	\$ -	\$ 223,108	\$ 1,825,000	3.06%
4	4.2	Student Mental Health Support	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 1,273,337	\$ 1,273,337	\$ -	\$ -	\$ -	\$ 1,273,337	2.13%
5	5.1	Professional Development, Materials, and Resources Focused on Equity	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 975,000	\$ 975,000	\$ -	\$ -	\$ -	\$ 975,000	1.63%

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 50,245,521	\$ 2,244,247	\$ 4,552,476	\$ 3,418,824	60,461,068	\$ 17,556,803	\$ 42,904,265

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Technology and Data Processing	All	\$ 5,546,710	\$ -	\$ -	\$ -	\$ 5,546,710
1	1.2	Curriculum and Resources	All	\$ 3,394,256	\$ -	\$ -	\$ -	\$ 3,394,256
1	1.3	Academic Assessments	All	\$ 1,165,139	\$ -	\$ -	\$ -	\$ 1,165,139
1	1.4	Special Program Contracts and District Fees, Testing Services, and Co-Teaching Program	Students with Disabilities	\$ 5,101,004	\$ -	\$ 4,552,476	\$ 1,516,991	\$ 11,170,471
1	1.5	Specialized Services for Unduplicated Students	Unduplicated Pupils	\$ 2,260,500	\$ -	\$ -	\$ -	\$ 2,260,500
1	1.6	Summer School Programming	All	\$ 2,569,250	\$ -	\$ -	\$ -	\$ 2,569,250
1	1.7	Student Support and Intervention	All	\$ 737,500	\$ -	\$ -	\$ -	\$ 737,500
1	1.8	College and Career Counselors Staffing	All	\$ 2,566	\$ -	\$ -	\$ -	\$ 2,566
1	1.9	CTE - Staff, Materials, and Supplies	All	\$ 4,210,989	\$ -	\$ -	\$ 102,725	\$ 4,313,714
1	1.1	Professional Development Focused on Student Achievement	All	\$ 876,643	\$ -	\$ -	\$ -	\$ 876,643
2	2.1	Curriculum and Supplemental Resources	All	\$ 4,234,483	\$ -	\$ -	\$ -	\$ 4,234,483
2	2.2	Professional Development for Classified Staff	All	\$ 265,000	\$ -	\$ -	\$ -	\$ 265,000
2	2.3	Certificated Staffing	All	\$ 2,064,779	\$ -	\$ -	\$ -	\$ 2,064,779
2	2.4	School Facilities Maintenance	All	\$ 5,564,957	\$ -	\$ -	\$ -	\$ 5,564,957
2	2.5	Classified Staffing	All	\$ 2,344,574	\$ -	\$ -	\$ -	\$ 2,344,574
2	2.6	Student Meals	All	\$ -	\$ 2,244,247	\$ -	\$ 1,576,000	\$ 3,820,247
3	3.1	Student Community Service Opportunities	All	\$ 463,472	\$ -	\$ -	\$ -	\$ 463,472
3	3.2	Student Leadership Opportunities	All	\$ 436,472	\$ -	\$ -	\$ -	\$ 436,472
3	3.3	Discipline Deans and Attendance Office Staffing	All	\$ 2,490,531	\$ -	\$ -	\$ -	\$ 2,490,531
3	3.4	Staffing for Activities and Outreach	All	\$ 1,833,207	\$ -	\$ -	\$ -	\$ 1,833,207
3	3.5	School Climate Survey and Engaging Educational Partners	All	\$ 833,260	\$ -	\$ -	\$ -	\$ 833,260
4	4.1	Social-Emotional Learning	All	\$ 1,601,892	\$ -	\$ -	\$ 223,108	\$ 1,825,000
4	4.2	Student Mental Health Support	All	\$ 1,273,337	\$ -	\$ -	\$ -	\$ 1,273,337
5	5.1	Professional Development, Materials, and Resources Focused on Equity	All	\$ 975,000	\$ -	\$ -	\$ -	\$ 975,000
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 60,461,068.00	\$ 74,077,929.00

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	1.1	Technology and Data Processing	No	\$ 5,546,710	\$ 7,406,500
1	1.2	Curriculum and Resources	Yes	\$ 3,394,256	\$ 5,757,303
1	1.3	Academic Assessments	Yes	\$ 1,165,139	\$ 1,275,021
1	1.4	Special Program Contracts and District Fees, Testing Services, and Co-Teaching Program	No	\$ 11,170,471	\$ 10,803,245
1	1.5	Specialized Services for Unduplicated Students	Yes	\$ 2,260,500	\$ 2,425,277
1	1.6	Summer School Programming	Yes	\$ 2,569,250	\$ 2,866,975
1	1.7	Student Support and Intervention	Yes	\$ 737,500	\$ 922,500
1	1.8	College and Career Counselors Staffing	No	\$ 2,566	\$ 3,074,445
1	1.9	CTE - Staff, Materials, and Supplies	No	\$ 4,313,714	\$ 4,500,129
1	1.1	Professional Development Focused on Student Achievement	No	\$ 876,643	\$ 923,800
2	2.1	Curriculum and Supplemental Resources	No	\$ 4,234,483	\$ 5,327,699
2	2.2	Professional Development for Classified Staff	No	\$ 265,000	\$ 296,000
2	2.3	Certificated Staffing	No	\$ 2,064,779	\$ 2,911,804
2	2.4	School Facilities Maintenance	No	\$ 5,564,957	\$ 6,924,900
2	2.5	Classified Staffing	No	\$ 2,344,574	\$ 3,590,223
2	2.6	Student Meals	No	\$ 3,820,247	\$ 3,052,000
3	3.1	Student Community Service Opportunities	No	\$ 463,472	\$ 471,555
3	3.2	Student Leadership Opportunities	No	\$ 436,472	\$ 482,391
3	3.3	Discipline Deans and Attendance Office Staffing	Yes	\$ 2,490,531	\$ 3,706,232
3	3.4	Staffing for Activities and Outreach	No	\$ 1,833,207	\$ 2,191,983
3	3.5	School Climate Survey and Engaging Educational Partners	Yes	\$ 833,260	\$ 796,000
4	4.1	Emotional Learning	No	\$ 1,825,000	\$ 2,081,392
4	4.2	Student Mental Health Support	Yes	\$ 1,273,337	\$ 1,265,222
5	5.1	Professional Development, Materials, and Resources Focused on Equity	Yes	\$ 975,000	\$ 1,025,333
				\$ -	\$ -
				\$ -	\$ -

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 7,981,757	\$ 15,698,773	\$ 17,614,586	\$ (1,915,813)	101.29%	29.51%	-71.78%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Technology and Data Processing	No	\$ -	\$ -	9.29%	0.00%
1	1.2	Curriculum and Resources	Yes	\$ 3,394,256	\$ 5,757,303.00	5.69%	9.65%
1	1.3	Academic Assessments	Yes	\$ 1,165,139	\$ 1,275,021.00	1.95%	2.14%
1	1.4	Special Program Contracts and District Fees, Testing Services, and Co-Teaching Program	No	\$ -	\$ -	18.71%	0.00%
1	1.5	Specialized Services for Unduplicated Students	Yes	\$ 2,260,500		3.79%	
1	1.6	Summer School Programming	Yes	\$ 2,569,250	\$ 2,866,975.00	4.30%	4.80%
1	1.7	Student Support and Interventior	Yes	\$ 737,500	\$ 922,500.00	1.24%	1.55%
1	1.8	College and Career Counselors Staffing	No	\$ -	\$ -	0.00%	0.00%
1	1.9	CTE - Staff, Materials, and Supplies	No	\$ -	\$ -	7.23%	0.00%
1	1.1	Professional Development Focused on Student Achievement	No	\$ -	\$ -	1.47%	0.00%
2	2.1	Curriculum and Supplemental Resources	No	\$ -	\$ -	7.09%	0.00%
2	2.2	Professional Development for Classified Staff	No	\$ -	\$ -	0.44%	0.00%
2	2.3	Certificated Staffing	No	\$ -	\$ -	3.46%	0.00%
2	2.4	School Facilities Maintenance	No	\$ -	\$ -	9.32%	0.00%
2	2.5	Classified Staffing	No	\$ -	\$ -	3.93%	0.00%
2	2.6	Student Meals	No	\$ -	\$ -	6.40%	0.00%
3	3.1	Student Community Service Opportunities	No	\$ -	\$ -	0.78%	0.00%
3	3.2	Student Leadership Opportunities	No	\$ -	\$ -	0.73%	0.00%
3	3.3	Discipline Deans and Attendance Office Staffing	Yes	\$ 2,490,531	\$ 3,706,232.00	4.17%	6.21%
3	3.4	Staffing for Activities and Outreach	No	\$ -	\$ -	3.07%	0.00%
3	3.5	School Climate Survey and Engaging Educational Partners	Yes	\$ 833,260	\$ 796,000.00	1.40%	1.33%
4	4.1	Emotional Learning	No	\$ -	\$ -	3.06%	0.00%
4	4.2	Student Mental Health Support	Yes	\$ 1,273,337	\$ 1,265,222.00	2.13%	2.12%
5	5.1	Professional Development, Materials, and Resources Focused on Equity	Yes	\$ 975,000	\$ 1,025,333.00	1.63%	1.72%
				\$ -	\$ -	0.00%	0.00%

2022-23 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)
\$ 59,689,359	\$ 7,981,757	0.00%	13.37%	\$ 17,614,586	29.51%	59.02%	\$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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 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).

California Department of Education
January 2022

Instructions

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

For additional questions or technical assistance related to the completion of the 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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 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).

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