

David Bensinger

Board Secretary

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Granada Hills Charter School

CDS Code: 19 64733 1933746

School Year: 2025-26

LEA contact information:

Tammy Stanton

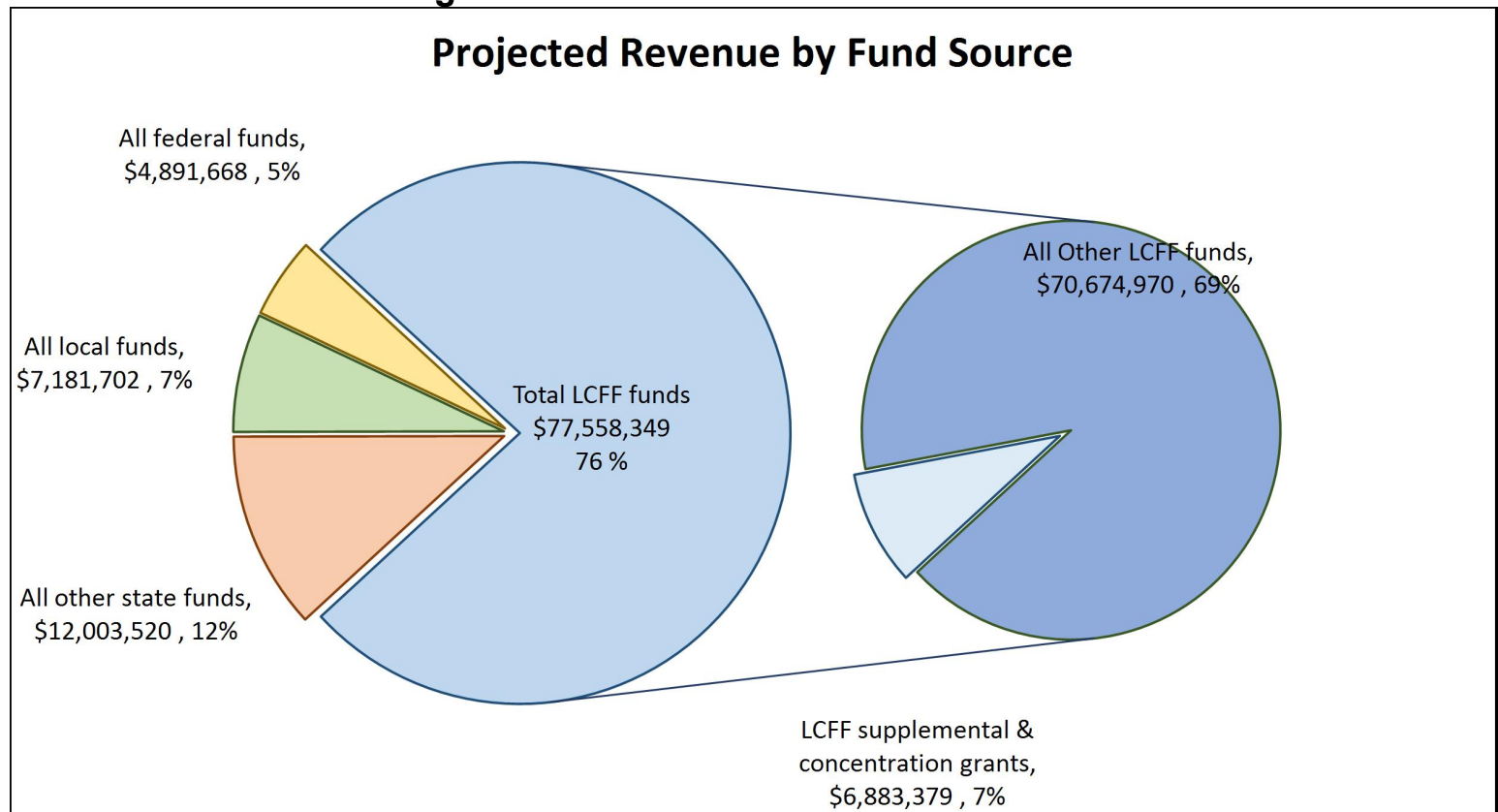
Chief Financial Officer

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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 2025-26 School Year

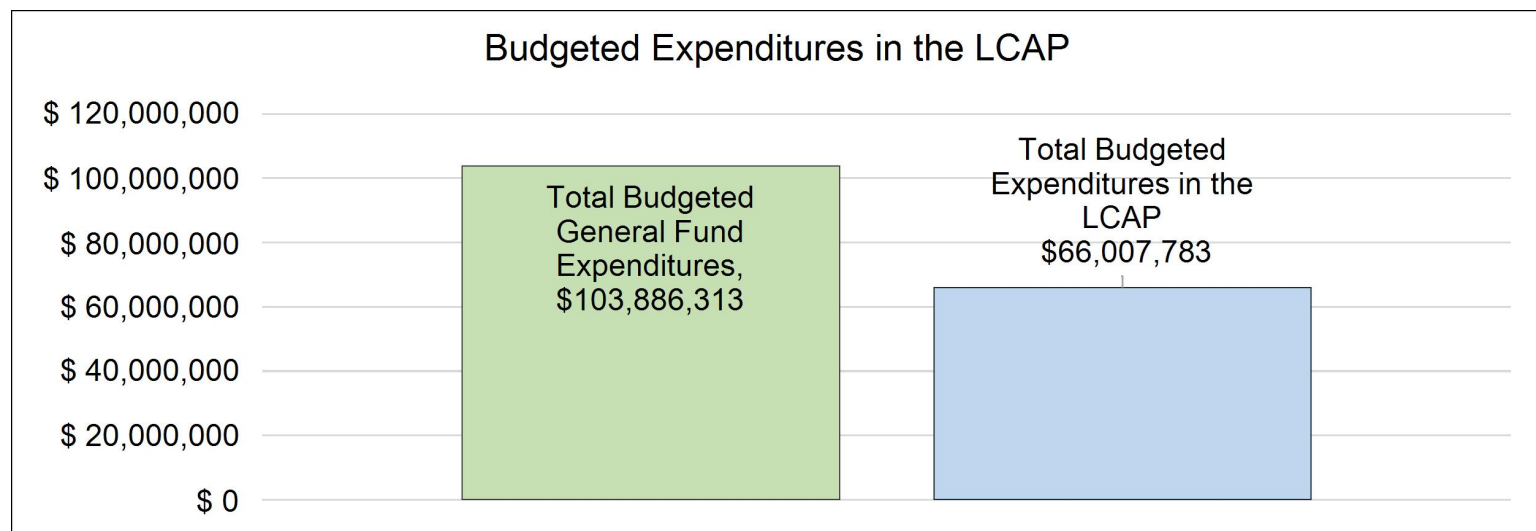


This chart shows the total general purpose revenue Granada Hills Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Granada Hills Charter School is \$101,635,239, of which \$77,558,349 is Local Control Funding Formula (LCFF), \$12,003,520 is other state funds, \$7,181,702 is local funds, and \$4,891,668 is federal funds. Of the \$77,558,349 in LCFF Funds, \$6,883,379 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 School plans to spend for 2025-26. 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 School plans to spend \$103,886,313 for the 2025-26 school year. Of that amount, \$66,007,783 is tied to actions/services in the LCAP and \$37,878,530 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

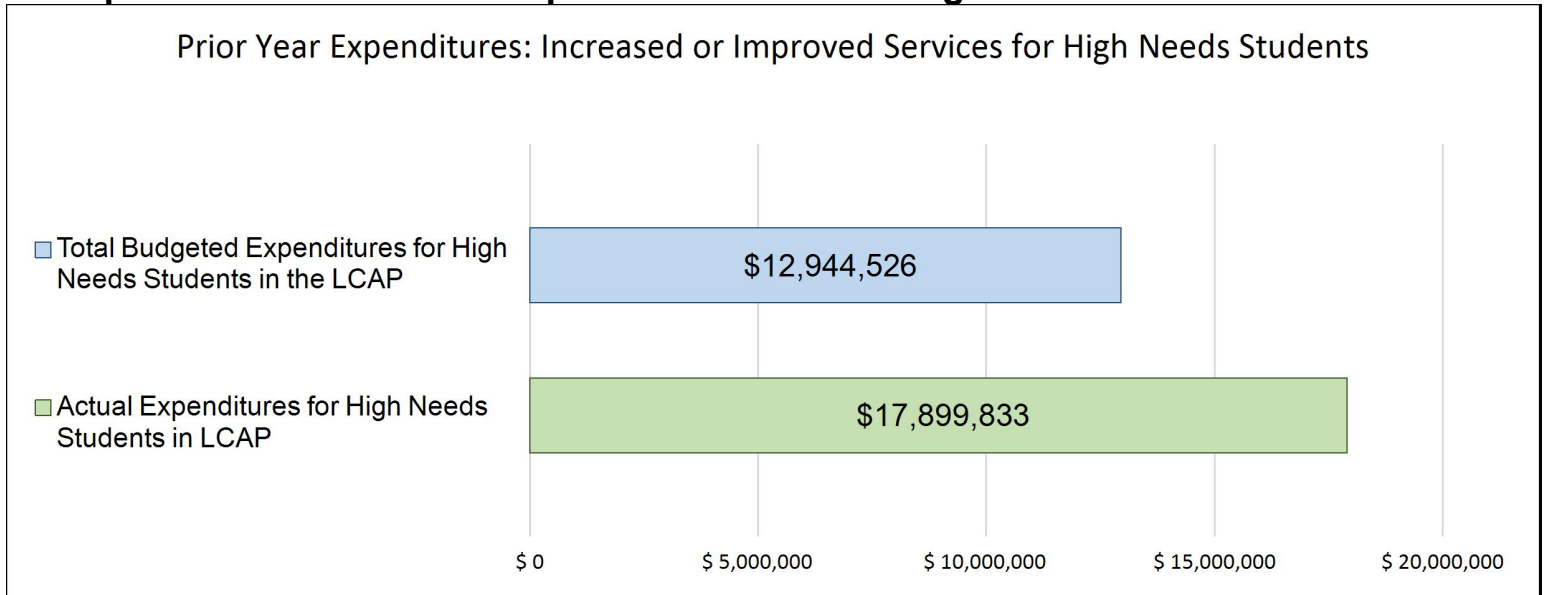
Expenses not captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the education program. Larger expenses not mentioned include charter authority oversight fee, general insurance, other fees and services, depreciation and salaries. In addition, 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 2025-26 School Year

In 2025-26, Granada Hills Charter School is projecting it will receive \$6,883,379 based on the enrollment of foster youth, English learner, and low-income students. Granada Hills Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Granada Hills Charter School plans to spend \$13,777,489 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 2024-25



This chart compares what Granada Hills Charter School 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 School 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 2024-25, Granada Hills Charter School's LCAP budgeted \$12,944,526 for planned actions to increase or improve services for high needs students. Granada Hills Charter School actually spent \$17,899,833 for actions to increase or improve services for high needs students in 2024-25.

*David Bensinger*

Board Secretary

# 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 School	Frank Tarczynski Administrative Director of Instruction	franktarczynski@ghctk12.com (818) 360-2361

## Plan Summary [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

#### GENERAL OVERVIEW

As of the 2024-25 school year, Granada Hills Charter (“GHC”) is in its twenty-first 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 provides a variety of academic programs and supports starting in transitional kindergarten and extending through twelfth grade that ensures every student graduates ready for college and career. The Governing Board provides oversight of school performance and established school goals, which are developed with input from all educational partners; refined and approved through educational partner 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 2023-2024, LAUSD Charter Division rated Granada Hills Charter a “4, Accomplished” in the Annual Performance-Based Oversight Visit report for Governance; Student Achievement and Educational Performance; Organizational, Management, Programs, and Operations; and Fiscal Operations. GHC’s well-developed academic programs complemented by a strong business and operations model is the hallmark of Granada Hills Charter’s success. At the conclusion of the 2023-2024 school year, the Western Association of Schools and Colleges (“WASC”) awarded Granada Hills Charter with a six-year accreditation renewal.

#### MISSION

Our MISSION at Granada Hills Charter (GHC) creates student-centered environments to develop academic curiosity, practical skills, and positive attitudes that enable successful, lifelong learners and responsible global citizens.

## VISION

Our VISION is to ensure that students acquire seminal knowledge and exercise key habits of mind and essential skills leading to graduation, and in preparation for college and the 21st century workforce.

## STUDENT LEARNING OUTCOMES

Granada Hills Charter Students Are:

ACTIVE LISTENERS who engage in respectful dialogue, demonstrate empathy, and seek to understand diverse perspectives.

CREATIVE THINKERS who view problems as opportunities, generate innovative solutions, embrace challenges, and apply interdisciplinary knowledge.

ETHICAL CITIZENS who act with integrity, advocate for social justice, and contribute positively to build up their school and community.

WELLNESS ADVOCATES who prioritize personal and community wellbeing, practice healthy living, and support wellness initiatives.

SELF-ADVOCATES who set and pursue personal and academic goals, seek support when needed, and take ownership of their learning experiences.

ACTION-ORIENTED Who identify community needs, engage in service, and collaborate on projects to effect positive change.

## ACADEMIC PROGRAMS

GHC maintains a fiscally sound budget while devoting considerable resources to teaching and learning. Within the traditional instructional program GHC offers a variety of academic programs for student selection: New Media; Science, Technology, Engineering, and Mathematics (STEM); Granada Guaranteed Curriculum; and, iGranada (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. Granada Hills Charter High School has several opportunities for students to take Career Technical Education courses. There are four established pathways (Automotive, Culinary, Engineering, and Business) and four emerging pathways (Dance, Forestry and Natural Resources, Film, and Theater) in the CTE department. All pathways strive to align with the "12 Elements of a High Quality CTE Program". The following are common strategies at GHC to pursue the "12 Elements" and become established as a pathway: Industry Partners, Work-Based Learning Opportunities, and access to professional, industry recognized certifications. The emerging pathways have some of these elements and are actively pursuing options for all of these items. Pathways are also encouraged to partner with Career Technical Student Organizations (CTSO). As of now, only the Business program has an applicable CTSO integrated with the pathway (DECA). CTE Pathway completers have a high graduation rate (95% compared to 84% for non CTE students) and are more prepared for the workforce in these specialized fields after completing a pathway. In addition to a traditional instructional program, the iGranada program incorporates online and face-to-face instruction. The 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 2024-2025 school year population close to 6,000 students enrolled in TK through Grade 12. The TK-8 program enrolled 1,313 students. The high school program enrolled 4,614 students. The demographics of GHC consists of the following races/ethnicities: 44% percent Hispanic; 17% percent Asian; 9% Filipino; 4% percent Black or African-American; 0.3% percent American Indian or Alaska Native; 0.4% percent Native Hawaiian or Other Pacific Islander; 23% percent White; 2% percent Multiple Ethnicities. Students with disabilities make up approximately 9% of the total population. Unduplicated students make up approximately 50% of the total student population (students identified as English Learners is 2.4%; students identified as being socioeconomically disadvantaged is 47%, and students identified as being homeless or foster youth is 0.4%).

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2024 CALIFORNIA SCHOOL DASHBOARD for GRANADA HILLS CHARTER (GHC)

Link: <https://www.caschooldashboard.org/reports/19647331933746/2024>

### SECTION I: ACADEMIC PERFORMANCE

#### English Language Arts

Overall, 1,958 students at GHC scored 65.4 points above standard, reflecting a decline of 3.1 points from the previous year. GHC outperformed the state average substantially.

The following student groups scored either Blue/Very High or Green/High on the CA School Dashboard:

851 Hispanic students scored Green (39.9 points above standard)

1,190 Socioeconomically Disadvantaged students scored Blue (52 points above standard)

73 African American students scored Green (43.7 points above standard)

339 Asian students scored Blue (113.2 points above standard)

177 Filipino students scored Blue (108.6 points above standard)

445 White students scored Green (62.3 points above standard)

Students with disabilities scored 41.8 points below standard, earning a Yellow rating—improving 4.2 points over the prior year. This group performed 54.5 points better than the statewide average of 96.3 points below standard.

English Learners scored 10.3 points below standard and also earned a Yellow rating, outperforming the state average by 57.4 points (state: 67.7 points below standard).

No student groups received a Red or Orange rating in ELA.

#### Mathematics

Overall, 1,953 students at GHC scored 15.9 points above standard, an increase of 5.8 points from the previous year. The following student groups earned a rating of Green/High or Blue/Very High:

177 Filipino students scored Blue (57.6 points above standard)

447 White students scored Green (12.6 points above standard)

337 Asian students scored Blue (84.8 points above standard)

72 African American students scored Green (19.3 points below standard)

848 Hispanic students scored Green (17.2 points below standard)

1,186 Socioeconomically Disadvantaged students scored Green (0.8 points below standard)

#### English Learner Progress

Of 106 English Learners, 54.7% made progress toward English proficiency—an increase of 5.8% from the prior year. This group received a Green performance rating.

#### College/Career Indicator

Out of 1,135 students, 72.2% were classified as “Prepared”, a 2.6% increase from the previous year.

GHC scored 25.8% higher than the state average of 46.4%.

The following groups scored either Blue/Very High or Green/High:

47 African American students: 57.4% Prepared (Yellow; -3.3% from 2023)

456 Hispanic students: 63.4% Prepared (Green; +0.8%)

837 Socioeconomically Disadvantaged students: 68.1% Prepared (Green; +3.3%)

278 White students: 70.5% Prepared (Blue; +2.1%)

189 Asian students: 89.9% Prepared (Blue; +2.7%)

126 Filipino students: 85.7% Prepared (Blue; +5%)

28 English Learners: 46.4% Prepared (No Color; -8.1%)



SECTION II: ACADEMIC ENGAGEMENT

Chronic Absenteeism

Out of 1,320 students in TK–8, 5.3% were chronically absent, which is 19% lower than the state rate of 24.3%. The following student groups received the following performance ratings:

- Asian: 3.0% (Blue)
- White: 2.9% (Blue)
- Filipino: 3.7% (Green)
- African American: 4.7% (Green)
- Hispanic: 7.5% (Green)
- English Learners: 7.8% (Green)
- Socioeconomically Disadvantaged: 7.0% (Green)
- Students with Disabilities: 8.9% (Green)
- Two or More Races: 7.8% (Yellow)
- No student group received a Red or Orange rating.

Graduation Rate

In 2024, 1,139 students graduated for a rate of 96.6%, an increase of 2.2% from 2023. GHC was rated Blue, outperforming the state average by over 10 percentage points. Subgroup graduation rates include:

- African American: 100% (Blue; +5.9%)
- Asian: 98.4% (Blue; +2%)
- Filipino: 99.2% (Blue; +0.4%)
- Hispanic: 97% (Blue; +3.5%)



Socioeconomically Disadvantaged: 96.4% (Blue; +3.2%)

White: 93.9% (Green; +0.2%)

English Learners: 90% (Green; +8.2%)

Students with Disabilities: 88.7% (Green; +8.9%)

No student group received a Red, Orange, or Yellow indicator.

### SECTION III: CONDITIONS AND CLIMATE

#### Suspension Rate

In 2024, 1.6% of K–12 students were suspended at least one day, an increase of 1.2% from 2023, for an overall rating of Yellow.

Subgroup data includes:

Filipino: 0.2% (Blue)

Asian: 0.7% (Green)

English Learners: 1.3% (Yellow)

Hispanic: 1.7% (Yellow)

White: 2.2% (Yellow)

Two or More Races: 2.2% (Yellow)

Socioeconomically Disadvantaged: 1.8% (Yellow)

African American: 4.2% (Orange)

Students with Disabilities: 4.6% (Red)

### SCHOOL INITIATIVES

This year, GHC faculty has deepened its expertise in instructional design through the Understanding by Design (UbD) framework, strengthened student connections through Capturing Kids’ Hearts (9-12) and Second Step (TK-8), and refined instructional communication and consistency in our third year of implementing Canvas LMS (6-12) and Toddle (TK-5). Beyond the classroom, students have excelled in a range of extracurricular pursuits, earning state and/or national recognition in Model United Nations, Academic Decathlon, Speech and

Debate, Mock Trial, Envirothon, and Robotics; delivering sold-out performances in theater, orchestra, and dance; and, impressively capturing titles in athletic competitions such as City CIF Champions in Boys' and Girls' Water Polo, Girls' Cross Country, Soccer, Tennis, Golf, and Cheer, and State Boys Basketball Runner-Up. This year, GHC is highlighting three new priorities: NCUST classroom walkthroughs to enhance instructional equity, expanded dual enrollment opportunities to increase college access, and the implementation of Care Solace to provide broader wellness support for students and families.

#### NCUST Equity Audit and Calibration

At the conclusion of our WASC study, GHC decided to continue its collaboration with the National Center for Urban School Transformation (NCUST) to advance instructional equity, focusing on areas identified for growth. Last year, the audit revealed key areas for improvement, including strengthening teacher checks for understanding in lower grades and increasing student engagement in upper grades. This year, under the mentorship of NCUST staff, GHC has trained both administrative and teacher leadership teams at both campuses in conducting equity audit walkthroughs. Through this process, leaders have calibrated classroom visit rubrics to align on high-quality instructional practices and have completed two cycles of classroom observations. Each cycle requires approximately 200 classroom observations. A third cycle is planned for April 2025, with a goal of at least fifty percent of non-leadership staff participating in the practice. Once the third cycle is complete, teacher leaders will analyze the data and develop training that will target educator confidence in using highly effective instructional strategies. These efforts will form the foundation for professional learning during the 2025-2026 school year, ensuring sustained progress in instructional equity and student achievement.

#### Dual Enrollment and Umoja

GHC continues to expand dual enrollment opportunities, recognizing the significant role this program plays in supporting students' successful transition from high school to college and their future career and social mobility. Students can now enroll in one or two college courses per semester at no cost, including textbooks and materials, benefiting from carefully selected UC/CSU transferable courses that enhance academic profiles, provide weighted honors credits, and improve GPAs. These opportunities particularly support students from diverse and historically marginalized backgrounds, aligning with programs like Umoja, which offers culturally responsive curriculum, mentorship, and peer support to African American students and other underserved groups. GHC's dual enrollment pathways, such as Social Justice, Biotechnology, and Nursing, also allow students to fulfill major prerequisites early, saving time and costs associated with higher education. To further ensure student success, GHC provides robust support through dedicated communication channels, regular visits from Pierce College representatives, and proactive collaboration between professors and school staff to assist students in overcoming academic challenges.

#### Care Solace

In January 2024, GHC introduced Care Solace through a grant-funded initiative. This initiative reaffirms GHC's dedication to providing comprehensive mental health support beyond campus. Because GHC often serves as the primary (or only) access point for mental health services for many students, this partnership ensures that students and their families receive the care they need. Care Solace acts as a coordination service, connecting students, staff, and families with trusted providers who align with their specific needs and insurance coverage. The referral process allows students to seek support through counseling staff, administrators, or self-referral, with Care Solace facilitating connections and maintaining continuity of care. The program has already demonstrated a significant impact, with the majority of referred students successfully accessing external resources. By maintaining ongoing coordination with families and referring counselors, GHC continues to strengthen our commitment to student well-being, ensuring that opportunities remain accessible and effective for all members of the school community. Recently, GHC was awarded a Children and Youth Behavioral Health Initiative (CYBHI) implementation

grant. With this funding, GHC will enhance its partnership with Care Solace to strengthen the school's behavioral health services. The grant will provide additional resources and tools to expand student access to care, supplementing existing infrastructure to ensure more efficient, effective, and equitable mental health support.

## TK-8 INSTRUCTIONAL PROGRAM

### TRANSITIONAL KINDERGARTEN/KINDERGARTEN

#### Highlights:

This year, the TK team deepened its integration of UbD performance tasks with the IB Unit of Inquiry “Who We Are,” focusing on identity. Students explored their names, families, heritage, and physical traits through hands-on activities like Name Stories, Family Heritage projects, and self-portraits. These experiences helped them better understand and appreciate identity and diversity. The unit aligned with the newly released 2024 California Preschool/TK Learning Foundations. Weekly newsletters shared via Toddle strengthened communication with families.

#### Challenges:

A mid-year classroom move disrupted routines and required additional support for our youngest learners, who are even younger than last year. Limited to only 30 minutes of common planning time weekly, the team struggled to collaborate and reflect as deeply as desired.

#### Looking Ahead:

Next year, we'll continue adapting instruction to meet the needs of younger TK students, some of whom are as young as three at the start of the school year. More collaboration time will also be a priority.

### GRADE 1

#### Highlights:

First graders made significant progress in reading and writing this year. Many became confident readers and writers, showcasing their skills through timeline projects and storybook creation. These tasks nurtured creativity, critical thinking, and collaboration. Students learned to sequence events, build narratives, and share feedback with peers, enhancing both literacy and social-emotional skills.

#### Challenges:

Maintaining focus during long-term projects was difficult for some students, especially during the editing and revising stages. Public speaking during presentations also pushed many outside their comfort zones, though it ultimately built confidence.

#### Looking Ahead:

We plan to provide continued support for revising writing and public speaking, helping students manage multi-step tasks with greater independence and persistence.

### GRADE 2

#### Highlights:

The second-grade team implemented a weekly agenda in Toddle that communicates standards, objectives, and essential questions to families. Students became adept at navigating Toddle independently. In the classroom, writing rubrics were revised to better align with IB

practices, supporting students in crafting well-developed paragraphs. The team also made progress integrating IB units with UbD planning.

**Challenges:**

Time for vertical alignment and collaborative planning remained limited, which affected our ability to fully connect units across grade levels.

**Looking Ahead:**

Ongoing Toddle training, additional collaborative time, and deeper alignment of IB and UbD frameworks will be our focus next year.

**GRADE 3**

**Highlights:**

The third-grade team made strong gains in writing and grammar by aligning grammar instruction with writing genres and refining pacing. Integration of science with IB units enhanced cross-curricular learning. Backward planning was a key success, especially in developing students' transfer skills and ensuring they could apply knowledge in multiple contexts.

**Challenges:**

As we deepened our instructional alignment, time constraints sometimes limited our ability to reflect on and refine units as thoroughly as we'd like.

**Looking Ahead:**

We aim to further strengthen cross-subject connections and continue building students' ability to apply skills flexibly and independently.

**GRADE 4**

**Highlights:**

Fourth-grade teachers took pride in the intentional use of the UbD framework, collaborating closely to design purposeful and reflective learning experiences. This work led to more meaningful instruction for students. Transitioning to the Toddle platform also supported instructional planning and student engagement.

**Challenges:**

Limited TA support made it difficult to deliver consistent interventions during the school day. Additionally, our access to Toddle's gradebook and family communication features was restricted.

**Looking Ahead:**

We hope to gain full access to Toddle's communication tools and increase instructional support, allowing for more targeted student interventions and stronger family connections.

**GRADE 5**

**Highlights:**

The fifth-grade team successfully developed and implemented new IB performance tasks, including cultural region podcasts, which supported real-world application and collaboration. Science instruction became more hands-on, and novel studies emphasized targeted reading strategies. At-home book projects encouraged creativity and extended learning beyond the classroom.

#### Challenges:

We identified a need to better integrate vocabulary and grammar instruction, and some students struggled with decoding skills, which limited access to grade-level content.

#### Looking Ahead:

Next year, we will more intentionally embed foundational literacy skills to ensure all students can access and engage deeply with the curriculum.

### GRADE 6

#### Highlights:

Sixth-grade teachers supported students' transition to middle school by guiding them through platforms like Canvas, HAC, and IXL. Instruction was adapted to include stronger checks for understanding and timely feedback. Collaboration across subject areas led to the creation of UBD/IB-aligned units, and a shared focus on developing transferable skills enhanced coherence across disciplines.

#### Challenges:

SBAC data revealed listening as a growth area. Time for vertical alignment also remained limited.

#### Looking Ahead:

The team will continue embedding listening tasks across content areas and seek opportunities for deeper cross-grade collaboration to ensure consistent instructional practices.

### GRADE 7

#### Highlights:

The seventh-grade team aligned UbD performance tasks with the IB curriculum, resulting in stronger transfer skills and deeper student engagement. This work fostered critical thinking and authentic connections across subjects. A memorable field trip to UCLA provided students with early exposure to college life and supported our academic and SEL goals.

#### Challenges:

Coordinating the large-scale field trip was logistically complex and time-consuming.

#### Looking Ahead:

We plan to build on our integration work and streamline field trip logistics earlier in the year to ensure smoother planning for enriching off-campus experiences.

### GRADE 8

#### Highlights:

This year, the eighth-grade team enhanced curriculum design by strengthening UbD and IB alignment and collaborating with seventh-grade colleagues to support student transitions. Visiting ninth-grade IB classrooms informed our planning and raised expectations. Monthly email updates improved family communication. We also benefited from the addition of our new art teacher, whose cross-curricular contributions

enriched student learning. The Museum of Tolerance trip remained a powerful experience, and culmination planning improved with clearer communication and protocols.

#### Challenges:

Discipline and tardiness protocols were inconsistently implemented, especially toward the end of the year. Advisory time was underutilized.

#### Looking Ahead:

We will work toward establishing a more unified behavior system and improve the use of advisory time to support readiness for high school expectations and academic development.

### HIGH SCHOOL INSTRUCTIONAL PROGRAM

#### MATH DEPARTMENT

This year, the Math Department built on the implementation of a common curriculum in Geometry and expanded these efforts to Algebra 2. Geometry teachers, now in their second year of implementation, focused on refining instructional strategies and aligning assessments to better support student learning. In Algebra 2, the team made substantial progress in launching the common curriculum and engaged in regular collaboration to promote coherence across classrooms.

A key area of growth was the department's use of student data to inform instruction. Across Algebra 1, Geometry, and Algebra 2, students completed four benchmark assessments using CAASPP IABs and FIABs. These assessments helped teachers identify trends and gaps in learning. Following each cycle, the department participated in professional development focused on data analysis and targeted instructional planning.

In addition to benchmark-driven PD, the department offered two optional professional learning opportunities: a book club centered on *Building Thinking Classrooms* by Peter Liljedahl, and participation in Storycircles, a University of Michigan lesson study model focused on student thinking and discourse. Next year, the department will continue to focus on data-driven instruction, student engagement, and refining curricular implementation to support all learners.

#### SCIENCE DEPARTMENT

The Science Department continued its work with the Understanding by Design (UbD) framework, developing unit plans and implementing interim assessments aligned to the three-course model. Faculty expanded use of the DIGA (Describe, Interpret, Generalize, Apply) protocol to analyze student performance and reflect on engagement.

Key initiatives included the launch of a new Environmental Science career pathway (potentially offering dual enrollment in Forestry and Natural Resources), broader implementation of KidWind in physics, expanded use of Vernier lab equipment, and increased integration of biotechnology tools in biology. Challenges include the need for training on new lab equipment, support for larger AP Science classes, and dedicated planning time. The department also began integrating Pivot Interactives into the curriculum.

Notably, AP Science enrollment increased from 731 in 2022–23 to 866 in 2023–24. ESSER grant funds supported the purchase of new microscopes and physics equipment to ensure equitable access across classrooms. Ongoing needs include support for AP classes lacking

additional lab sections and incorporating common planning time into the PD calendar.

### COMPUTER SCIENCE DEPARTMENT

The Computer Science Department remains committed to delivering creative, relevant, and engaging project-based learning experiences. We aim to ensure all students—regardless of background—feel empowered to succeed.

This year, we planned the launch of AP Cybersecurity for 2025, expanding course offerings to include hands-on network security training. Through the use of Canvas and Capturing Kids' Hearts strategies, the department fosters a supportive, student-centered environment.

With over 600 students enrolled, CS pathway participation continues to grow. All CyberPatriot team members reached the national semi-finals this year. Ongoing challenges include closing participation gaps in advanced courses, updating student technology, and staffing to meet demand. The department is working to expand work-based learning through partnerships with local tech organizations to support students' transitions to college and careers.

### SOCIAL SCIENCE DEPARTMENT

The Social Science Department made significant progress in standardizing curriculum and assessments. The development and implementation of pacing guides for 10th-grade World History and 11th-grade U.S. History improved instructional alignment and facilitated stronger collaboration among teachers.

The department also adopted the Thinking Nation platform to administer DBQ-style writing benchmarks across all grade levels. This platform offers AI-assisted grading and longitudinal data tracking, helping to monitor student growth, compare cohorts, and assess writing skills. These efforts have also supported cross-disciplinary initiatives in analytical writing, particularly in alignment with the English department.

### PHYSICAL EDUCATION DEPARTMENT

This year, the Physical Education Department enhanced both student engagement and program quality. New hiking field trips provided students with real-world fitness experiences and fostered teamwork and resilience.

Student performance improved on the Physical Fitness Test, particularly among iGranada and band students, demonstrating the department's commitment to inclusive programming. Safety improvements, including high-visibility pole painting, reduced injuries.

A new part-time PE teacher enabled the department to open more course sections, better meeting student demand. Future goals include improving collaboration with other departments and increasing shared use of PE facilities.

### VAPA

VAPA supports equitable access for students pursuing The Arts throughout their 4 years at GHC. This year we continued a middle school tour and performed at the GHC TK8 to introduce the Performing and Visual Arts programs to our future students. Our choral department performed at Carnegie Hall in New York City. All choral ensembles received unanimous superior ratings in all their competitions and Show Choir won 1st place and best overall musicianship. We have had continued improvement and success in competitions with our instrumental program. Wind Ensemble received a Gold rating at the Forum Music Festival and Winter Guard achieved the distinction of WGI Regional finalist. Orchestra received Superior ratings at their festivals. Jazz Ensemble added two more combos this year and received superior and



excellent ratings at several competitions. We offered 2 theatre productions, and a variety of concerts from our Choir, Orchestra, Jazz Ensemble, and Concert and Symphonic Band. This year we offered a combined orchestra and band for a concert that performed professional grade literature. Our Music Technology program is expanding with an Advanced class and they performed several times for students and parents throughout the school year. Our Dance program returned to CSUN's Playa del Sol for their spring production. They also collaborated with Moorpark Community College to take 2 master classes in multiple styles and experience the Moorpark dance program. This year's beautiful yearbook honors the students and experiences that made up the 24-25 school year. The New Media program took a field trip throughout downtown LA and to MOCA. We wrapped up the year with our Annual VAPA Art Show which exhibited our students' artwork and was tribute to their artistic expressions. The Advanced Drawing students drew portraits for Malawi orphans through the Memory Project. A freshman Advanced Drawing student won 2nd place in the district Rotary Club Pageant of the Arts competition. Continuing to promote access to our classes, we used Prop 28 funds to expand the department for next year by hiring an additional Ceramics/Drawing teacher and Guitar/Instruments teacher. We are adding several new classes next year including Advanced Orchestra, Advanced Music Technology, and Honors Art History. As a department we are working to collaborate and strengthen existing curriculum and explore new ideas together. We will continue to align benchmarks and assessments in classes that are being taught by 2 or more teachers.

## ACADEMIC PROGRAMS

### INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate Diploma Programme at GHC provides students with a rigorous, college-ready curriculum. In 2024, 74% of diploma candidates earned the IB diploma. Notably, students who completed the Extended Essay had a 100% pass rate.

Although GHC's diploma pass rate is slightly below the 80% global average, our program differs in that all students must pursue the full diploma, whereas other schools often allow students to opt out. This policy underscores the strength of GHC's program, which had a mean diploma score of 32—well above the global average of 30.32. Nearly all students were admitted to 2- or 4-year colleges, with several admitted to top-tier institutions such as Yale, Stanford, and Princeton.

### NEW MEDIA ACADEMY

The New Media Academy continued building its Broadcasting course in collaboration with the GHC Communications Office. Students produced consistent event coverage, contributed to morning video announcements, and supported the school's social media presence.

Core academic courses focused on interdisciplinary, real-world projects. Students participated in field trips to professional studios and museums, enriching their academic and creative development. Teacher collaboration remained a challenge due to scheduling constraints.

### ENGLISH LEARNER DEVELOPMENT (ELD)

This year, GHC expanded its partnership with Ensemble Learning to offer additional ELD workshop cohorts for both elementary and secondary staff. These workshops emphasized student discourse and included training, demonstration lessons, and follow-up coaching.

A new workshop on accessible content-area reading was also launched. The E.L. Achieve curriculum continued in designated ELD courses, providing a structured framework across proficiency levels. The department also implemented new student recognition initiatives to promote goal-setting and motivation.

Although student progress is evident in both dashboard and NWEA data, the department remains focused on refining systems to support reclassification and academic success. The goal is to strengthen language development and content learning through integrated ELD and enhanced adult connections.

### SPECIAL PROGRAMS

The Special Education Department engages students through the UbD framework and individualized support that reinforces classroom learning, promotes essential life skills, and fosters ongoing communication with general education teachers to meet student needs. We actively support transitions beyond high school and strive to improve student performance in math and English by continually reinforcing core academic skills. We are committed to enhancing these efforts to maximize student growth and success by partnering with grade levels and departments as we vertically and horizontally plan curriculum.

### CAREER TECHNICAL EDUCATION (CTE)

GHC CTE programs currently offer seven CTE Pathways. Dance – September 9, 2024 and May 5, 2025: pathway lead Dana Fukagawa met with choreographer, Mandy Moore, to discuss her experience choreographing new numbers for the Taylor Swift tour as well as preparation and implementation of choreography for the Oscars, Dancing with the Stars tour, Life of Chuck movie, and the release of Snow White, a movie that she worked on a couple years ago. January 7, 2025: Met with Amy Egbert, choreographer and dance teacher, and discussed the success of her summer Dance workshop. January 2025 - May 2025, Ms. Fukagawa had five separate meetings with industry professionals who shared current trends in dance choreography and related fields (Meisha Lee, Jaime Randall Farnworth, Heather Castillo, Robert Salas, Beth Megill, and Damian Gomez). Industry specific knowledge gained on productions of Taylor Swift Tour, Oscars, Rose Bowl Parade.

Automotive - The auto program has been blessed by the annual Perkins Grant which allows classroom and lab work for 30 students on a yearly basis in a realistic autoshop setting. CTEIG grant has given the automotive lab a more modern look by replacing older equipment with more modern ones giving the auto shop a better workflow which demonstrates real world experiences in developing better work strategies. CTSO has been a challenge to this point in finding one that would align within the program.

Film – August 2024 to April 2025: Pathway lead by Melissa Valenzuela held weekly meetings and maintained regular email communication with Jordan Duke, GHC Communications Director, to plan and coordinate campus promotional projects. These included videos, social media content, and print flyers aimed at showcasing the school's achievement and announcements. February 2025 to May 2025: Melissa engaged with several industry professionals through email correspondence, in-person meetings, trade shows, and workshops to strengthen the Film program and align it with industry standards. Key contacts included: Eric Stuart, Sandy Chukhadrian, and Ron Rubine (Making Movies That Matter: City County District 12), Stephen Dalla Betta (Yaizy), Christina Garofalo (BLT Communications), Artak Artak Tovmasyan (EdiMentor). On March 6, 2025, Melissa attended a guest speaker session with Christina Garofalo, a Designer, Illustrator, and Storyboard Artist at BLT Communications, who shared insights from her career as a production manager and movie poster designer. On May 9, 2025, Melissa will attend a presentation by GHC alumna and CSULB student Ana Espinoza-Cruz (ESPN+ / CSULB 22 West Media), who will speak about her internship experience at ESPN+, her professional experience at 22 West Media and how GHC's film and broadcasting courses helped prepare her for her current and future professional roles. Challenges are finding an aligned CTSO with Film and professional certifications for Film students.

Forestry - Successes: Implementation of APES/Intermediate Forestry and Natural Resources (concentrated course), field trips, competition success, industry sector partnerships/networking/etc., and implementation of an environmental science and management pathway at GHC.

Challenges: MOU with Citrus COLlege Dual Enrollment Program and Certification at GHC

Theater - Successes: Continued growth in CTE Theater pathway - inclusion of Theatre Arts Workshop - mid tier class, field trips, industry sector partnerships/networking/etc., and implementation of larger tech team lead under Jorge Garcia supervising sound, lighting, set, and props student crew.

Challenges: Continued looking at certification pathways for drama students outside of GHC.

Engineering - August 2024 through May 2025, our engineering pathway lead (Diego Martinez) met multiple times each month with local engineers and his industry partners/contacts. These volunteer professionals supported our engineering students in their robot design and construction. 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 2024-25: October '24 through April 2025, attended 9 Robotics competitions through FRC and VEX including "Clash in the Canyon", "Tidal Tumble", "Rumble in the Jungle", "Chaminade Shodown", "Harvard-Westlake Challenge", "Granada Hills Holiday Parade", "Valentine's Tournament", "Los Angeles Regional" VEX Competition, and the "VEX State Championship"; and the "Aerospace Regional." May 2024 "NASA JPL". Industry partner serving as assistant coach was Doug King. Challenges include finding a CTSO membership organization for all Engineering and Robotics students.

Business - Business Pathway - October 2024, Valley Industry & Commerce Association (VICA) Economic Summit provided Troy Aiken, CTE Teacher/Department Chair for next year, with an opportunity to share our GHC CTE curriculum while getting feedback on its effectiveness in advancing students' employable skills. March 2025, Mr. Aiken (GHC DECA Co-Advisor) attended multiple breakout meetings (some informal and some formal), all oriented toward best practices for CTSO integration. September 2024, October 2024, November 2024, January 2025, February 2025 and April 2025, Troy Aiken (DECA Co-Advisor) and Sean Sosa (DECA Co-Advisor) had multiple email communications and 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 25-26'. In April 25', business pathway students attended a CSUN event (CSUN Bull Ring Competition) in person. Here pathway students interacted with local entrepreneurs and CSUN students/staff. September 2025, Troy Aiken and Sean Sosa attended the CA DECA Advisor Conference/workshop in Anaheim, 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.

Challenges include funding for possible expansion of students qualifying for DECA State and International competition.

Culinary - Culinary Arts Pathway - Fall 2024 & Spring 2025 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. Dan Ma, culinary pathway teacher, has had contacts with several other industry partners. October 2024: American Culinary Federation, King Arthur Baking, Fritz Knoebel School of Hospitality Management, Southern California Gas Co, , Tahitian Gold Vanilla Contest, November 2024 Manhattan Beach Food and Wine Festival, October 2024: Los Angeles Trade Technical College. Provided facilities for competition workshops. November 2024: ICE (Institute of Culinary Education) Pasadena. January 2025. location site for CCAP preliminary competition. : Sur La Table Kitchen Supply Store and Cooking School, Year Round provided discount for purchasing of culinary equipment , Mission College Culinary Institute, March 2025. provided facilities for CCAP final competition. . Peggy Mannix Slattery Interpersonal Communication, Culinary Institute of America Napa Valley, April 2025. Jonathan Club Downtown Los Angeles, site of Awards Ceremony.

Challenges include finding a CTSO membership organization for all Culinary students.

## INTERVENTION

The Intervention Program at Granada Hills Charter is designed to support the academic success of all students through a comprehensive approach that includes tutoring, parent and student workshops, COST meetings, Academic Success courses, and the identification of students requiring more intensive support. This information is shared with key stakeholders to ensure coordinated, data-informed action. This year the program saw successes in Instructional Assistant tutoring, increasing our available time to be in the classrooms and being able to provide assistance to more than fifty classes across the fall and spring semesters. In addition, the Coordination of Service Team (COST) had twenty-eight students referred for additional support from a wrap-around team of various stakeholders. A challenge this year was in the Academic Success courses. High-dosage, group tutoring was given to students in these classrooms with the expectation that they would engage in the online tutoring platform twice a week for 45 minutes. However, the students often times did not log in or did not participate in the sessions. This will need to be reviewed for next year and a new protocol will need to be put in place for these courses. In addition, while Tutor.com is widely used with students on campus, we are finding the students in need of additional support are often not seeking out the help through the online platform. More awareness needs to be brought to this intervention to the student and staff population. As we plan for the upcoming school year, our focus will be on refining intervention protocols, expanding access to support, and enhancing communication to ensure all students, especially those most at risk, are equipped to succeed.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Granada Hills Charter did not require Technical Assistance - therefore this prompt does not apply.

## 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	During the 2024–2025 school year, student representatives from both the TK–8 and high school programs served as active members of the School Site Council (SSC)/LCAP Advisory Committee. This committee met monthly to review data, school policies, and key programs aligned with the LCAP. Students also engaged through the Student Services Committee, which met monthly to provide feedback on LCAP-aligned actions related to academic engagement, wellness, student belonging, and support services. Students identified as English Learners participated in five English Learner Advisory Committee (ELAC) meetings, where they reviewed and provided input on actions connected to designated and integrated ELD instruction, as well as supports designed to meet their unique learning needs. Additional student input was gathered through the Spring 2025 School Climate Survey, which provided critical data on student experiences related to academic support, school safety, peer relationships, and overall school connectedness. This feedback directly informed the refinement of actions and metrics in the 2025–26 LCAP.
Parents	During the 2024–2025 school year, parent representatives from both the TK–8 and high school programs served on the School Site Council (SSC)/LCAP Advisory Committee, which met monthly to review data, school policies, and programs connected to LCAP actions. Additional opportunities for engagement were provided through the Parent-Teacher-Student Association (PTSA) at both campuses, which met regularly throughout the year to discuss school initiatives, student supports, and family engagement priorities.



Educational Partner(s)	Process for Engagement
	<p>Parents of students identified as English Learners participated in five English Learner Advisory Committee (ELAC) meetings, where they reviewed and provided input on LCAP-aligned actions supporting English language development, academic achievement, and inclusive school practices. Parent feedback was also gathered through the Spring 2025 School Climate Survey, which offered insight into family perceptions of academic support, communication, inclusion, and school safety. In addition, bi-weekly Possip Pulse Checks provided an ongoing platform for parents to share timely input, offer praise, and identify needs. This ongoing engagement informed key refinements to actions and strategies across all three LCAP goals.</p>
Staff	<p>During the 2024–2025 school year, staff representatives from both the TK–8 and high school programs served on the School Site Council (SSC)/LCAP Advisory Committee, which met monthly to review data, policies, and programs aligned with LCAP goals. Staff also engaged through standing committee meetings, which convened regularly to address instructional practices, student support systems, and schoolwide initiatives connected to the LCAP. Additional opportunities for engagement were embedded in weekly professional development sessions, which provided space for staff to collaborate, reflect on school improvement goals, and offer feedback on LCAP-aligned actions. In the spring, the Spring 2025 School Climate Survey served as a key platform for collecting staff input on areas such as professional learning, school safety, communication, and overall work environment. This feedback directly informed updates to the LCAP, especially in shaping professional development priorities, enhancing staff recognition, and addressing perceptions of decision-making and communication.</p>
Teachers	<p>During the 2024–2025 school year, teacher representatives from both the TK–8 and high school programs served on the School Site Council (SSC)/LCAP Advisory Committee, which met monthly to review data, assess program effectiveness, and provide input on LCAP-aligned actions. Teachers also participated in standing committee meetings focused on curriculum, instruction, and student services, which convened regularly throughout the year. Weekly professional development sessions offered an additional avenue for teacher engagement, allowing for collaboration, discussion of</p>

Educational Partner(s)	Process for Engagement
	instructional strategies, and opportunities to shape professional learning tied to LCAP goals. Teacher feedback was also captured through the Spring 2025 School Climate Survey, which provided insights into perceptions of academic expectations, professional development, school safety, and leadership communication. This input was instrumental in refining LCAP actions related to instructional support, PD quality, and teacher involvement in site-level decision-making.
Administration	During the 2024–2025 school year, administrators from both the TK–8 and high school programs participated as members of the School Site Council (SSC)/LCAP Advisory Committee, which met monthly to review data, evaluate program implementation, and advise on LCAP-related actions. Administrators also engaged in monthly standing committee meetings focused on curriculum, operations, and student services. Weekly professional development sessions provided additional opportunities for site and program leaders to collaborate with staff and refine implementation strategies aligned with LCAP goals. In addition, administrators met twice weekly to review data, monitor progress on LCAP actions, and ensure alignment with strategic priorities across all grade levels. Administrative feedback played a key role in informing ongoing adjustments to LCAP actions related to school culture, academic engagement, and professional learning, ensuring that schoolwide initiatives remained responsive to student needs and staff capacity.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Consultations with educational partners during the 2024–2025 school year directly influenced the development and refinement of the adopted LCAP. Monthly meetings with the SSC/LCAP Advisory, standing committee discussions, PTSA meetings, ELAC sessions, faculty forums, and student engagement committees provided structured opportunities to gather stakeholder feedback. These insights were complemented by data collected through the Spring 2025 Climate Surveys and bi-weekly Possip Pulse Checks, which amplified family and staff voice.

In response to this input, the school refined multiple actions within the LCAP. This included increasing teacher input in the design and delivery of professional development, expanding student and family engagement strategies, and enhancing clarity and transparency in school policies and grading practices. GHC also introduced targeted communication efforts to help educational partners better understand performance data, such as the California School Dashboard.

Key Trends Identified Through Educational Partner Engagement



## STUDENTS

School Policies: Students expressed dissatisfaction with current policies around dress code, tardiness, and cell phone use.

Sense of Belonging: Many students shared a desire for stronger peer and adult relationships that foster a more inclusive campus culture.

Extracurricular Opportunities: Students positively highlighted the breadth and diversity of after-school clubs, teams, and events.

Academic Support: Students appreciated the range of tutoring and academic supports available.

Mental Health: Widespread student appreciation for the school's Wellness/Resource Center and mental health support systems.

## PARENTS

Instructional Relevance: Parents expressed interest in more engaging and relevant classroom instruction.

Grading Practices: Concerns were raised about consistency and timeliness in grading across grade levels and content areas.

Mathematics Support: Parents noted the need for stronger support systems to help students succeed in mathematics.

Parent Involvement: Many parents voiced a desire for more ways to participate and engage with the school community.

Transparency in Data: Parents suggested improving outreach around the California School Dashboard to better understand school performance.

School Climate: Overall, parents reported a strong sense of safety and satisfaction with the school environment.

## TEACHERS AND STAFF

School Policies: Staff requested more consistent enforcement and support for student behavior and discipline policies.

Equity and Inclusion: Teachers and staff emphasized the importance of better addressing the needs of English Learners and students with disabilities.

Teacher Voice: A desire for greater involvement in decision-making processes, including those related to professional development and behavior systems.

Clarity of Initiatives: Staff requested clearer communication regarding new school initiatives and their intended outcomes.

Professional Development: Feedback highlighted the need for PD that is timely, differentiated, and directly aligned to teacher practice.

LCAP Aligned to Data Trends and Identified Needs

## ACADEMIC PERFORMANCE

Positive Trends: Growth in English Language Arts across student groups; strong Math performance among Filipino, White, and Asian students; improved English Learner language proficiency.

Areas of Growth: Sustained focus on Math growth, especially for EL students.

## ACADEMIC ENGAGEMENT

Positive Trends: Low chronic absenteeism for many groups; graduation rate remains above 96%.

Areas of Growth: Addressing moderate chronic absenteeism among Hispanic and socioeconomically disadvantaged TK-8 students.

## CONDITIONS AND CLIMATE

Positive Trends: Low suspension rates; strong graduation outcomes; intentional efforts to diversify advanced coursework.

Areas of Growth: Align internal assessment scores with external benchmarks, particularly for ELs; continued focus on equitable grading practices; strengthening SEL supports post-pandemic.

Through this feedback loop, GHC ensured that educational partner voice was authentically integrated into LCAP development. The result is a more responsive, inclusive, and data-informed plan that reflects the collective priorities and experiences of the school community.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Goal #1: Pupil Achievement Granada Hills Charter's goal is to improve the grade-level proficiency of all students in order to be successful in college and career. Using multiple measures, including the California School Dashboard and internal assessments, Granada Hills Charter will measure students' learning and use the data to guide instructional practices and academic programming.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As GHC continues to serve a highly diverse student population, a continued emphasis and focus on professional development that promotes best practices is vital in continuing to support students so that they may meet the Common Core Standards, the college and career readiness standards, and develop the modern critical thinking skills called for in life after high school. The continued maintenance of a strong, robust professional development atmosphere that encourages teachers to stay abreast of new instructional methodologies and avoid stagnation in their practice is a fundamental, core principle of the school's instructional strength. The specific shift in focus to Understanding by Design and our NWEA MAP scores comes from evidence within our data collection that suggests a need to stress the importance of internal assessments and a need to work together to identify instructional practices that have the potential to accelerate learning, especially for students who, historically, have not experienced academic success.

The 2022-2023 California Dashboard data shows a slight decrease in academic performance, specifically with Mathematics and English Learner Proficiency. Additionally, the College/Career Indicator has not transitioned to the growth and achievement model like the remaining state indicators. Through a variety of focus groups and surveys gathered for the Equity and Excellence in Education visit, the WASC Self-Reporting process, and LAUSD Charter Oversight, GHC's educational partners continue to stress the desire and need for improving teaching and learning in both programs.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English/Language Arts (State Indicator)	68.5 points above standard for all students.	65.4 points above standard for all students.		75 points above standard for all students.	The difference between Year 1 Outcome and Baseline is -3.1 points.
1.2	Mathematics (State Indicator)	10.1 points above standard for all students.	15.9 points above standard for all students.		20 points above standard for all students.	The difference between Year 1 Outcome and Baseline is +5.8 points.
1.3	English Learner Proficiency (State Indicator)	49% of students identified as English Learners are making progress towards English language proficiency.	54.7% of students identified as English Learners are making progress towards English language proficiency.		60% of students identified as English Learners are making progress towards English language proficiency.	The difference between Year 1 Outcome and Baseline is 5.7%
1.4	College/Career Readiness Indicator (State Indicator)	69.7% of all students are prepared for college/career	72.2% of all students are prepared for college/career.		75% of all students are prepared for college/career.	The difference between Year 1 Outcome and Baseline is +2.5%.
1.5	Implementation of Academic Standards (Local Indicator)	Professional Development: 3.8/5 Instructional Materials: 4.2/5 Policy & Program Support: 3.8/5 Implementation of Standards: 4.2/5 Engagement of School Leadership: 4/5	Professional Development: 4.2/5 Instructional Materials: 4.4/5 Policy & Program Support: 4.2/5 Implementation of Standards: 4.6/5 Engagement of School Leadership: 4/5		Professional Development: 5/5 Instructional Materials: 4.2/5 Policy & Program Support: 5/5 Implementation of Standards: 4.2/5 Engagement of School Leadership: 5/5	The difference between Year 1 Outcome and Baseline for each domain is: Professional Development: +.4 Instructional Materials: +.2 Policy & Program Support: +.4 Implementation of Standards: +.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Engagement of School Leadership: 0

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

<p>1.1 Professional Development Focused on Curriculum, Instruction, and Assessments</p> <p>Implementation of this action was largely consistent with the planned activities. GHC delivered professional learning on Understanding by Design (UbD), Canvas/Toddle integration, and data-driven instruction. Across departments, PD focused on refining assessments and instructional practices using benchmark data (IABs, NWEA, PSAT, ELPAC). Notably, teacher-led PD such as department book clubs and lesson studies (e.g., Storycircles in Math) enhanced collaboration and instructional depth. Challenges included uneven perceptions of the usefulness of school-led PD, particularly among TK-8 teachers, with only 53% reporting it as effective.</p> <p>1.2 Special Programs Services</p> <p>Special education services were delivered using individualized supports and targeted literacy interventions, including Orton-Gillingham training and implementation. Coordination between general and special education teachers continued to improve, and services supported academic and transition goals. The program also expanded support for social-emotional and life skills. A challenge remained in balancing caseloads and sustaining training in evidence-based interventions. Overall, the program was implemented as planned with notable progress in reading interventions.</p> <p>1.3 Services for Unduplicated Students</p> <p>Actions to support unduplicated students (EL, low-income, foster youth) were substantially implemented. These included integrated and designated ELD instruction, co-teaching models, and ELD workshops through Ensemble Learning. Progress monitoring using ELPAC and NWEA data informed instruction. While EL reclassification rates improved, the overall percentage (54.7%) remains below the LCAP goal of 60%. Staff survey feedback and site observations noted stronger support structures, but additional coaching and alignment across grade levels remain areas for improvement.</p> <p>1.4 Summer School Programming</p> <p>Summer school was implemented for both intervention and enrichment purposes, targeting credit recovery, acceleration, and support for English Learners and Students with Disabilities. The program included core content and CTE offerings. Attendance and participation rates remained steady, although some logistical challenges related to staffing and student transportation persisted. Despite these, students reported increased satisfaction and access to extended learning opportunities.</p>
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### 1.5 CTE - Staff, Materials, and Supplies

CTE pathways continued to expand in 2024–25, with robust implementation of programs in Film, Auto, Forestry, Engineering, and Business. Industry partnerships, dual enrollment opportunities, and pathway-specific field experiences were successfully carried out. Notable successes included pathway competitions, professional speaker series, and facility upgrades. Challenges included CTSO alignment for some pathways and scheduling limitations. Overall, the program met or exceeded its implementation goals and student engagement was high.

### 1.6 Academic Assessments

Implementation of benchmark assessments using CAASPP IABs, FIABs, and NWEA MAP was consistent across core departments. Data was used to inform instruction through regular cycles of analysis, particularly in Math and ELA. Teachers reported improved access to assessment tools and data platforms. One challenge was ensuring consistent data literacy and analysis capacity across grade levels, especially in TK-8. Nonetheless, assessment implementation supported instructional planning and progress monitoring as intended.

### 1.7 Student Support and Interventions

Support systems included before- and after-school tutoring, intervention periods, and instructional assistant support in over 50 classes. COST teams identified and referred students for additional services. However, high-dosage tutoring through Academic Success courses encountered low engagement and inconsistent use of online platforms like Tutor.com. Families expressed appreciation for support options, but survey data suggests the most at-risk students were least likely to self-initiate support. Focus for next year includes protocol revision and awareness-building.

### 1.8 Vertical Alignment of Curriculum, Instruction, and Assessment

Efforts to vertically align curriculum and assessments advanced through department-level curriculum mapping and alignment to IB and state standards. Pacing guides were refined in Social Science and Math, and science teams deepened unit design using UbD. While substantial progress was made, limited cross-grade collaboration time was a barrier, especially in the TK-8 setting. Teachers requested more structured opportunities for vertical articulation.

### 1.9 Technology and Data Processing

Technology infrastructure supported assessment delivery, instructional platforms (Canvas/Toddle), and data analysis. Staff were provided tools to monitor student progress via NWEA, CA Dashboard, and internal reports. IT supported upgrades and maintained device access equity. The system was fully implemented with few technical barriers. Some staff noted a need for more training on how to interpret and act on available data.

### 1.10 Curriculum and Supplemental Resources

Curricular adoptions and updates were implemented, including resources for core content, SPED, and ELD. Teachers reported access to needed materials, including lab supplies, literacy tools, and hands-on learning kits. ESSER funds were used to update science and physics equipment and expand biotechnology and renewable energy tools. Feedback from teacher surveys confirmed resource equity had improved. Minor delays occurred in receiving some materials, but implementation was otherwise successful.

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 following two actions resulted in additional expenditures: Action 1.2 increased by ~\$500,000, Action 1.10 increased by ~\$300,000.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

#### 1.1 Professional Development Focused on Curriculum, Instruction, and Assessments

Effectiveness: Mixed. Effective in departments using assessment cycles, but teacher surveys (TK-8) indicated low satisfaction with school-led PD (53%). Engagement and instructional coherence improved, but PD impact varied across grade levels.

#### 1.2 Special Programs Services

Effectiveness: Effective. Students with disabilities benefited from structured reading interventions. Staff collaboration improved. However, uneven implementation of coaching and high caseloads limited full impact.

#### 1.3 Services for Unduplicated Students

Effectiveness: Moderately effective. EL reclassification improved but missed the goal (54.7% vs. 60%). Stronger support systems were in place, but more alignment and professional development are needed.

#### 1.4 Summer School Programming

Effectiveness: Effective. Students reported positive experiences, and access to extended learning was expanded. Logistical challenges (staffing, transportation) limited reach in some areas.

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

Effectiveness: Highly effective. Enrollment and engagement increased. Pathway competitions and career-aligned activities boosted student interest. CTSO alignment remains a challenge in some sectors.

#### 1.6 Academic Assessments

Effectiveness: Effective. Instructional teams reported improved data use. Assessment literacy varied by site, requiring continued coaching.

#### 1.7 Student Support and Interventions

Effectiveness: Partially effective. Classroom IA support was successful. However, Academic Success courses had low engagement, and students underusing Tutor.com limited effectiveness for the most at-risk students.

#### 1.8 Vertical Alignment of Curriculum, Instruction, and Assessment

Effectiveness: Moderately effective. High school departments made clear gains. Cross-grade articulation in TK-8 was less consistent due to limited time and structures.

#### 1.9 Technology and Data Processing

Effectiveness: Effective. Tools were reliable and widely used. A small gap remains in data interpretation capacity among some staff.



#### 1.10 Curriculum and Supplemental Resources

Effectiveness: Highly effective. Teacher survey feedback confirmed access equity and relevance. Minor procurement delays did not significantly impact instruction.

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

1.6 Academic Assessments - TK-8 will be implementing Amira Learning as the literacy and dyslexia screener in the elementary program to assist in identifying students who need additional support with reading and may have difficulty reading because of dyslexia. Amira is an evidence-based program that will be added to suite of assessments GHC uses to inform instruction, guide programming, and identify students who need additional academic support.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development Focused on Curriculum, Instruction, and Assessments.	<p>Maintain a professional development plan that focuses on the sharing of best practices in critical reading, writing, and thinking skills in all disciplines, and the use of technology to support student learning, with a specific focus on internal assessments and data (namely the NWEA), external assessments and data, and Understanding by Design (UbD).</p> <p>This action aligns with Goal #1 and its associated Growth Targets of the WASC Schoolwide Action Plan.</p> <p>Recommended LREBG-Funded Actions: Supports differentiated instruction, formative assessment use, and learning acceleration strategies tied to recovery needs.</p>	\$796,787.00	No
1.2	Special Programs Services	Services and supports for students with a disability, including contracts, fees, testing services, and co-teaching program.	\$14,333,654.00	No

Action #	Title	Description	Total Funds	Contributing
		Recommended LREBG-Funded Actions: Targets Students with Disabilities and other students with IEPs through individualized supports and academic interventions.		
<b>1.3</b>	Services for Unduplicated Students	<p>Provide specialized services and targeted academic support for unduplicated pupils.</p> <p>Counseling department staffing and services for students identified as being socio-economically disadvantaged to support A-G access and success, supporting first-generation students college eligibility, and monitoring A-G access and success for all other disadvantaged groups.</p> <p>Recommended LREBG-Funded Actions: Directly supports English Learners, low-income students, and foster youth via ELD co-teaching, workshops, and progress monitoring.</p>	\$1,914,769.00	Yes
<b>1.4</b>	Summer School Programming	<p>Offer summer school credit recovery and support for all students, extended school year, and summer school accelerated math program, includes staffing, curriculum materials, and additional resources.</p> <p>Recommended LREBG-Funded Actions: Critical for learning recovery through credit recovery, ELD intervention, and acceleration options for struggling students.</p>	\$2,176,199.00	Yes
<b>1.5</b>	CTE - Staff, Materials, and Supplies	<p>Staffing, materials, resources, and etc., including equipment, supplies, field trips, and professional development and specialized CTE student training and certification materials.</p> <p>Funding supplemented by Carl D. Perkins Grant and CTEIG.</p>	\$1,984,857.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	Academic Assessments	<p>Provide student access to assessments, including PSAT, NWEA. Purchase assessment and testing contracts and fees, etc., including subsidizing test fees for Unduplicated Students.</p> <p>TK-8 will implement Amira Learning as an early literacy and dyslexia screener for identifying students who have difficulty with reading in elementary grades.</p> <p>Recommended LREBG-Funded Actions: Benchmarking tools like NWEA MAP, CAASPP IABs, and FIABs are essential to identifying learning loss and planning next steps.</p>	\$2,019,241.00	Yes
<b>1.7</b>	Student Support and Interventions	<p>Intervention Coordinator collaborates with Office of Instruction and Counseling departments and other support staff to , identify and implement student interventions and academic supports, including services and programs for unduplicated pupils.</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 Learning Recovery Emergency Block Grant (LREBG): Instructional Aides TK-8 and High School.</p> <p>Recommended LREBG-Funded Actions: Includes tutoring, high-dosage interventions, and instructional assistant support—all directly aligned with learning recovery goals.</p>	\$6,526,738.00	Yes
<b>1.8</b>	Vertical Alignment of Curriculum, Instruction, and Assessment	<p>Develop systems and practices that improve alignment of UbD, Canvas, and assessment and data practices between TK/K through Grade 5, Grade 6 through Grade 8, and Grade 9 through Grade 12.</p> <p>This action aligns with Goal #4 and the associated Growth Targets of the WASC Schoolwide Action Plan.</p>	\$99,866.00	No

Action #	Title	Description	Total Funds	Contributing
		Recommended LREBG-Funded Actions: Ensures students experience continuity in learning as they progress through grade levels, minimizing post-pandemic gaps.		
<b>1.9</b>	Technology and Data Processing	<p>Ensure access for all students to updated technology, computers, computer labs, including staffing, home internet access (HotSpots) for Unduplicated Pupils.</p> <p>Providing support, resources, and accessibility for learning management systems and education applications.</p> <p>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.</p> <p>School data team to provide support with student information system data monitoring and processing.</p>	\$4,123,232.00	No
<b>1.10</b>	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.	\$2,982,368.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	<p>Goal #2: Academic Engagement</p> <p>Granada Hills Charter's goal is to increase the academic engagement for all students by providing a variety of educational, social, physical, and enrichment opportunities to eradicate barriers inhibiting students from learning and graduating. GHC will explore means for highlighting school community and spirit, for student activities to be further supported by adults on campus, for exposing students to experiences relevant to college and career preparation, and for meeting student and staff needs to support overall health and wellness in the pursuit of meeting the school's SLOs. Using a variety of qualitative and quantitative data, Granada Hills Charter will identify barriers for students' educational, social, physical, and enrichment needs and ensure there is out-of-classroom support and resources available.</p>	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

As a comprehensive school that serves a large and diverse community,, our findings reveal that it is essential to continue supporting and pursuing actions that create a stronger sense of community in the school by involving parents, allowing students to develop a sense of identity and individual purpose, fostering a spirited community amongst staff, and maintaining health and wellness for all educational partners. Due to the COVID-19 Pandemic, education has shifted and as a school we must strive to support both students and staff in dealing with the consequences of the pandemic.

Though the school maintains a low Chronic Absenteeism rate and a high Graduation Rate with a large number of students graduating UC/CSU eligible, focus groups and surveys from students and parents continue to share the barriers to learning that continue to exist. The actions described in this goal are designed to address those barriers so students can be prepared to learn in every class, every day and removing the potential isolation that students and parents may feel as they navigate a variety of challenges that threaten the student's ability to perform at their highest academic level.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism for School (State Indicator/Data Quest)	10% of all students during the 2022-2023 school year.	5.3% of all students during the 2023-2024 school year.		7% of all students during the 2026-2027 school year.	The difference between Year 1 Outcome and Baseline is -4.7%.
2.2	Graduation Rate (State Indicator)	94.4% of the graduation cohort for the Class of 2023	96.6% of the graduation cohort for the Class of 2024.		97% of the graduation cohort for the Class of 2027	The difference between Year 1 Outcome and Baseline is +2.2%.
2.3	UC/CSU Requirements (Local Indicator)	79.9% of the graduation cohort for the Class of 2023 met UC/CSU requirements.	82.3% of the graduation cohort for the Class of 2023 met UC/CSU requirements.		83% of the graduation cohort for the Class of 2027 met UC/CSU requirements.	The difference between Year 1 Outcome and Baseline is +2.4%

## Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

### 2.1 Health and Wellness Support

Implementation: GHC provided comprehensive wellness support through on-campus counseling services, wellness rooms, SEL programs, and community partnerships. Over 1,900 one-on-one counseling sessions were provided. Additional staff training in mental health awareness and social-emotional learning (SEL) was conducted. Panorama and Possip data highlighted student and family appreciation for wellness services.

Differences/Challenges: Services were implemented as planned, with expansion in both counseling availability and wellness programming. However, high student-to-counselor ratios and increasing demand placed strain on available staff. Awareness of available supports among high-need student populations remained a challenge.

Successes: Expanded SEL integration (Second Step, Capturing Kids' Hearts), improved student access to wellness spaces, and increased participation in mental health awareness events.

### 2.2 College and Career Counseling Program

Implementation: The counseling program conducted over 60 college visits, hosted FAFSA and application workshops, and provided targeted college and career guidance through Naviance and individual meetings. Events included college fairs, career days, and trips to UC/CSU and private institutions.

Differences/Challenges: While college counseling events were well attended and positively received, survey data and counselor reports indicated that first-generation college students and families sometimes lacked clarity around post-secondary processes. More multilingual outreach and personalized guidance is needed.

Successes: High participation in college events, increased UC/CSU application rates, and enhanced student satisfaction with college support services. UC/CSU eligibility rose to 82%, and the graduation rate remained above 96%.

### 2.3 Student Meals

Implementation: Breakfast, lunch, and after-school snacks were provided daily to ensure students had access to free, nutritious meals. Meal service was expanded during summer and after-school programs.

Differences/Challenges: Implementation matched the planned action. A small number of students expressed dissatisfaction with menu variety in Possip feedback. Ensuring culturally responsive food offerings and reducing food waste were recurring concerns.

Successes: Participation in the meal program remained strong, especially among low-income and high-needs students. Meal access supported attendance and wellness goals.

### 2.4 Community and Spirit Building

Implementation: A wide range of school spirit and community-building events were implemented, including rallies, dances, student-led club fairs, and multicultural celebrations. Activities were guided by ASB, student clubs, and leadership classes.

Differences/Challenges: While events were held as planned, survey results suggested some student groups (particularly new and transfer students) felt less connected to the school community. Coordinating inclusive events that reach all student groups remains an area of growth.

Successes: High student participation in clubs, improved attendance at community events, and positive feedback on inclusion-related programming. Possip data reflected strong praise for school culture initiatives and diversity-related activities.

### 2.5 Professional Development for Classified Staff

Implementation: Classified staff received PD in areas such as student support, SEL strategies, safety procedures, and equity. Staff who work directly with students (e.g., aides, clerks, security) received additional training through department-specific sessions.

Differences/Challenges: Implementation occurred but lacked consistency across all departments. Only 55% of TK-8 staff and 79% of high school staff rated professional learning as favorable, highlighting the need for more role-specific, meaningful training.

Successes: Increased confidence among support staff in engaging with students, stronger cross-departmental collaboration, and improved awareness of student needs. Staff reported greater comfort in using restorative and SEL-informed practices.

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.

No actions resulted in additional expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

### 2.1 Health and Wellness Support



Effectiveness: Effective. Increased student access to wellness resources led to greater SEL integration and positive survey feedback. Although demand occasionally exceeded staffing capacity, wellness services contributed significantly to reducing barriers to learning and engagement.

2.2 College and Career Counseling Program  
Effectiveness: Effective. UC/CSU eligibility increased to 82%, and the graduation rate held steady at 96.6%. Student participation in college counseling activities was high, and student feedback showed increased awareness of college and career pathways. Gaps remain in outreach to first-generation families.

2.3 Student Meals  
Effectiveness: Effective. Consistent meal access supported student well-being, particularly for low-income students. High participation helped mitigate food insecurity, contributing to improved attendance and engagement. Menu diversity and responsiveness to feedback remain areas for refinement.

2.4 Community and Spirit Building  
Effectiveness: Moderately effective. Participation and enthusiasm were high among many students, with positive feedback in Possip responses. However, survey data revealed gaps in connection among new, transfer, and marginalized students. Continued efforts are needed to make school culture events more inclusive and universally engaging.

2.5 Professional Development for Classified Staff  
Effectiveness: Partially effective. High school staff (79%) rated PD favorably, while TK-8 staff rated it lower (55%). While training improved staff confidence and SEL awareness, feedback suggests a need for more targeted and role-specific PD to increase effectiveness and staff engagement.

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

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

**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.**

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Health and Wellness Support	Continue to refine a wellness program for staff and students, promoting physical and mental well-being.	\$1,806,256.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Actions supplemented by the state mental health grant, such as in-person instruction, spring and summer learning, and enrichment programs.</p> <p>This action is from Goal #3 of the WASC Schoolwide Action Plan.</p> <p>Recommended LREBG-Funded Actions: Addresses chronic absenteeism and re-engagement needs through counseling and wellness services.</p>		
<b>2.2</b>	College and Career Counseling Program	Staffing, materials, and resources for College and Career Counselors, including hosting college fairs, college trips, and informational sessions for students and families. State costs allocated from A-G Success Grant.	\$1,269,457.00	No
<b>2.3</b>	Student Meals	Student cafeteria meal and nutrition expenses.	\$3,915,956.00	No
<b>2.4</b>	Community and Spirit Building	<p>Implement a student-led initiative to organize at least four major community-building activities annually.</p> <p>This action is from Goal #3 of the WASC Schoolwide Action Plan.</p> <p>Recommended LREBG-Funded Actions: Enhances school connectedness and engagement, especially important for students most affected by isolation and disengagement.</p>	\$37,495.00	No
<b>2.5</b>	Professional Development for Staff	<p>Provide professional development opportunities for staff to enhance their ability to support student well-being.</p> <p>This action is from Goal #3 of the WASC Schoolwide Action Plan.</p>	\$18,562.00	No

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Goal #3: School Culture and Safety Granada Hills Charter’s goal is to continue to provide a safe school environment that fosters success for all students, teachers, and staff. GHC will execute holistic initiatives and adopt practices harmonizing with the school's vision, ensuring an environment that actively promotes diversity, equity, and inclusion for all educational partners and to ensure Granada Hills Charter continues to provide multiple platforms and opportunities for educational partners to voice their input and feedback.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>Granada Hills Charters serves an large and diverse student population and community. Ensuring voices and needs of all educational partners are heard in the decision-making process is critical to building a sustainable and positive school community. 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 and that the teaching and learning environment is joyful and safe.</p> <p>As GHC expands, the need to align instruction, culture, and curriculum across the two campuses grows. Students must be supported at all grade levels, and expectations of learning and culture should be made clear across the campuses. As a recently implemented TK-12, we must support transparency and communication across campuses in order to support our students. Using Understanding by Design, Canvas LM, NWEA, and other methods can help us provide a cohesive and supportive learning environment for all students. In data gathered from the two campuses, educational partners had different concerns for the major areas of need, which is further proof that alignment is needed.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate (State Indicator)	0.5% of students suspended at least one day.	For 2023-2024, 1.6% of students were suspended at least one day.		Maintain or decrease.	The difference between Year 1 Outcome and Baseline is +1.1%.
3.2	TK-8 Student Satisfaction Survey (Local Indicator)	Academic Program: 94% Relationships & Communication: 88% Safety & Discipline: 89%	Academic Program: 91% Relationships & Communication: 83% Safety & Discipline: 85%		Academic Program: 97% Relationships & Communication: 91% Safety & Discipline: 92%	The difference between Year 1 Outcome and Baseline is: Academic Program: -3% Relationships & Communication: -5% Safety & Discipline: -4%
3.3	TK-8 Parent Satisfaction Survey (Local Indicator)	Academic Program: 81% Relationships & Communication: 80% Safety & Discipline: 82%	Academic Program: 78% Relationships & Communication: 80% Safety & Discipline: 81%		Academic Program: 84% Relationships & Communication: 83% Safety & Discipline: 85%	The difference between Year 1 Outcome and Baseline is: Academic Program: -3% Relationships & Communication: 0% Safety & Discipline: -1%
3.4	9-12 Student Satisfaction Survey (Local Indicator)	Academic Program: 83% Relationships & Communication: 73% Safety & Discipline: 68%	Academic Program: 85% Relationships & Communication: 76% Safety & Discipline: 72%		Academic Program: 86% Relationships & Communication: 76% Safety & Discipline: 71%	The difference between Year 1 Outcome and Baseline is: Academic Program: +2% Relationships & Communication: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Safety & Discipline: +4%
3.5	9-12 Parent Satisfaction Survey (Local Indicator)	Academic Program: 81% Relationships & Communication: 80% Safety & Discipline: 82%	Academic Program: 78% Relationships & Communication: 80% Safety & Discipline: 82%		Academic Program: 84% Relationships & Communication: 83% Safety & Discipline: 85%	The difference between Year 1 Outcome and Baseline is: Academic Program: -3% Relationships & Communication: 0% Safety & Discipline: 0%

## Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

### 3.1 School Climate Survey and Engaging Educational Partners

Implementation: GHC conducted stakeholder engagement through Possip pulse checks and Panorama climate surveys for students, families, teachers, and staff. Pulse Checks collected 4,633 unique voices with a 77% response rate, and Panorama feedback was used across grade spans.

Challenges/Successes: Engagement tools were implemented as planned. Possip revealed a 93% family happiness rate, and surveys surfaced actionable insights. A success was the effective use of survey data to inform planning; a challenge was ensuring all groups, especially those underrepresented, were consistently heard and responded to.

### 3.2 Discipline Deans, Campus Aides, and Attendance Office Staffing

Implementation: Staffing was maintained to support supervision, student discipline, and attendance tracking. Staff worked closely with school leadership to respond to behavior and engagement data.

Challenges/Successes: The team was critical in implementing schoolwide behavior systems. However, student surveys indicated inconsistent perceptions of fairness in discipline, particularly at the high school level. There is a need to better align discipline practices with restorative and equitable approaches.

### 3.3 SEL Curriculum Integration

Implementation: SEL programs included Second Step at TK–8 and Capturing Kids' Hearts across campuses. Lessons were embedded in advisory/homeroom structures.

Challenges/Successes: SEL was implemented successfully with high teacher and student participation. Challenges included ensuring consistent delivery across grade levels and sustaining engagement throughout the year. Survey responses and counseling session data support the value of this integration.

### 3.4 Training and Professional Development for DEI

Implementation: DEI PD was offered to certificated and classified staff, focused on cultural competency, inclusive practices, and identity-affirming classrooms.

Challenges/Successes: Implementation varied in depth by department. Some staff expressed the need for more applied, ongoing support beyond initial training. Strengths included student-led DEI presentations and increased awareness of inclusive language and practices.

### 3.5 Student-Led Inclusion Initiatives

Implementation: Programs included student leadership in multicultural events, and peer-led assemblies and campaigns.

Challenges/Successes: These initiatives fostered stronger student connections and were praised in Possip comments. Challenges included ensuring broad student representation and avoiding reliance on a small core of student leaders.

### 3.6 Parent and Guardian Involvement

Implementation: Engagement was facilitated through the PTSA, family workshops, Possip, and school-based committees.

Challenges/Successes: Families reported feeling respected (88%) and informed (80%), but only 63% felt their input was welcomed. While engagement platforms were in place, deeper inclusion in decision-making processes is needed.

### 3.7 Inclusive Classroom Practices

Implementation: Instructional strategies and resources supported accessibility, universal design, and differentiation. This included SPED co-teaching and EL scaffolds.

Challenges/Successes: Progress was evident through improved instructional access, but survey data and classroom observations indicated variability in implementation. PD on inclusion needs to be ongoing and embedded in instructional planning.

### 3.8 Vertical Alignment of Expectations and Communications

Implementation: Expectations were communicated through schoolwide initiatives, advisory lessons, and staff collaboration.

Challenges/Successes: Vertical alignment efforts improved clarity in some departments. However, across TK–12, articulation of behavior and engagement norms requires more structured collaboration time. A consistent language around expectations is still developing.

### 3.9 Los Angeles School Police

Implementation: GHC maintained a contract with LASPD. Police presence was focused on emergency preparedness and relationship-building.

Challenges/Successes: The partnership was stable, with few incidents. Continued dialogue with stakeholders about the role of police in schools is recommended to ensure community alignment and trust.

### 3.10 School Facilities Maintenance



Implementation: Regular maintenance, upgrades (e.g., science equipment, safety signage), and custodial support were provided. Challenges/Successes: Facilities were well-maintained, and safety improvements were implemented (e.g., yellow paint on PE poles). Challenges included responding to high-use areas and ensuring equity across campuses.

### 3.11 Classified Staffing

Implementation: Staff supported front office, security, academic, and enrichment functions. Training was provided for key roles. Challenges/Successes: Staff presence contributed to a safe, welcoming environment. However, as noted in survey results, classified PD needs to be more targeted. Communication and role clarity remain growth areas.

### 3.12 Staffing for Activities and Outreach

Implementation: Activity advisors, leadership teachers, and event staff facilitated community-building and school pride activities. Challenges/Successes: High student participation was a success, especially in multicultural and spirit events. Limitations included staffing availability for evening/weekend events and balancing extracurricular load with academic responsibilities.

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 following two actions resulted in additional expenditures: Action 3.10 decreased by ~(\$1M) due to a delay in the high school athletic field and track replacement project in progress. The field and track replacement to be completed in 2025-2026.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

### 3.1 School Climate Survey and Engaging Educational Partners

Effectiveness: Effective. These tools provided actionable insights that shaped school improvement efforts. Family satisfaction remained high (93% happy or mostly happy), but more inclusive outreach is needed to ensure underrepresented voices are equitably included.

### 3.2 Discipline Deans, Campus Aides, and Attendance Office Staffing

Effectiveness: Moderately effective. Staff presence supported a safe campus, but student surveys revealed inconsistent perceptions of fairness in discipline. Continued work is needed to align behavior systems with equity and restorative practices.

### 3.3 SEL Curriculum Integration

Effectiveness: Effective. High levels of participation and positive stakeholder feedback reflected strong integration. SEL helped promote student well-being and reduce barriers to learning, though consistent delivery across grade levels remains a focus.

### 3.4 Training and Professional Development for DEI

Effectiveness: Moderately effective. Training raised awareness and influenced classroom practices. However, staff feedback pointed to a need for more applied, job-embedded follow-up and differentiation by role.

### 3.5 Student-Led Inclusion Initiatives

Effectiveness: Effective. These efforts strengthened student connection and cultural awareness. The school saw increased participation in DEI-related events, though broader representation remains a growth area.

### 3.6 Parent and Guardian Involvement

Effectiveness: Moderately effective. Families felt respected (88%) and informed (80%), but only 63% reported feeling their input was welcomed. Deeper, more authentic inclusion in decision-making remains a priority.

### 3.7 Inclusive Classroom Practices

Effectiveness: Moderately effective. Efforts contributed to access and equity in instruction, but survey feedback suggests implementation is uneven. Ongoing PD and coaching are needed to ensure fidelity across classrooms.

### 3.8 Vertical Alignment of Expectations and Communications

Effectiveness: Partially effective. While some progress was made in aligning norms across departments, there is not yet a fully consistent TK–12 system. Time for articulation and common language development is needed.

### 3.9 Los Angeles School Police

Effectiveness: Effective. Police presence remained stable and incident response was appropriate. Continued stakeholder engagement on the role of campus police is encouraged to maintain transparency and trust.

### 3.10 School Facilities Maintenance

Effectiveness: Effective. Clean, safe environments were consistently cited in surveys as a strength. Minor challenges related to wear-and-tear and equitable upkeep across campuses were addressed.

### 3.11 Classified Staffing

Effectiveness: Moderately effective. Staff contributed to a positive campus culture. However, PD for classified employees received mixed feedback. More role-specific support and communication are needed.

### 3.12 Staffing for Activities and Outreach

Effectiveness: Effective. Student participation in community-building and spirit events was high. Some staffing constraints affected evening/weekend coverage, but overall this action contributed positively to student engagement and school pride.

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

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

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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, including: monthly parent ambassador connections, student ambassador club, providing materials and resources for high school and TK-8 Parent-Teacher School Associations, and etc.</p> <p>Staffing and resources for the communications department.</p> <p>Recommended LREBG-Funded Actions: Enables data collection on student connectedness, belonging, and recovery-focused supports.</p>	\$747,869.00	Yes
3.2	Discipline Deans, Campus Aides, and Attendance Office Staffing	Staffing, materials, and resources for Discipline Deans, Campus Aides, and Attendance Office, including partnership with Aegis Security.	\$2,625,889.00	Yes
3.3	SEL Curriculum Integration	<p>Integrate SEL components into the curriculum for all grade levels, ensuring coverage of key skills and competencies. Second Step for the TK-8, Capturing Kids Hearts for the High School.</p> <p>This action is from Goal #2 of the WASC Schoolwide Action Plan.</p> <p>Recommended LREBG-Funded Actions: Supports students' social-emotional recovery and mental health needs, especially for historically underserved groups.</p>	\$308,104.00	No
3.4	Training and Professional Development	<p>Conduct regular training sessions for staff on diversity, equity, inclusion, and SEL practices.</p> <p>This action is from Goal #2 of the WASC Schoolwide Action Plan.</p>	\$134,982.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.5</b>	Student-Led Inclusion Initiatives	<p>Establish a student-led committee to propose and execute diversity and inclusion initiatives.</p> <p>This action is from Goal #2 of the WASC Schoolwide Action Plan.</p>	\$26,163.00	No
<b>3.6</b>	Parent and Guardian Involvement	<p>Establish regular communication channels with parents and guardians regarding diversity, equity, and inclusion initiatives.</p> <p>This action is from Goal #2 of the WASC Schoolwide Action Plan.</p> <p>Recommended LREBG-Funded Actions: Empowers families with the tools to support students' learning recovery and engagement at home.</p>	\$18,643.00	No
<b>3.7</b>	Inclusive Classroom Practices	<p>Develop guidelines for inclusive teaching practices and assess their implementation across all classrooms.</p> <p>This action is from Goal #2 of the WASC Schoolwide Action Plan.</p> <p>Recommended LREBG-Funded Actions: Advances UDL, differentiation, and instructional access to support equity in recovery.</p>	\$214,009.00	No
<b>3.8</b>	Vertical Alignment of Expectations and Communications	<p>Develop systems and practices that improve alignment cultural expectations and communication practices between TK/K through Grade 5, Grade 6 through Grade 8, and Grade 9 through Grade 12.</p> <p>This action aligns with Goal #4 and it's associated Growth Targets of the WASC Schoolwide Action Plan.</p>	\$39,576.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.9</b>	Los Angeles School Police	Partnership with Los Angeles School Police to assist with students who require additional needs and support.	\$497,872.00	Yes
<b>3.10</b>	School Facilities Maintenance	Provide functional school facilities; custodial/maintenance, office staff, etc., and operations and contracts/supplies.	\$13,480,041.00	No
<b>3.11</b>	Classified Staffing	Office staff in human resources, campus aides, attendance, student activities, the Business Office, and parent outreach.	\$2,707,777.00	No
<b>3.12</b>	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.	\$1,201,421.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,883,379	\$0.00

## 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
9.996%	0.000%	\$0.00	9.996%

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<b>1.3</b>	<p><b>Action:</b> Services for Unduplicated Students</p> <p><b>Need:</b> Supporting the language needs of students identified as English Learners as well as the out-of-classroom needs of students identified as being Foster Youth, such as access to mental health services, etc.</p>	The overall number of students identified as English Learners and students identified as Foster Youth is not as large as other student groups on campus, so the need for specialized services is specific and not as large as the other student groups. GHC is split across two campuses and encompasses TK/K through Grade 12, so it is important that services provided at one campus are also provided at the other campus when students transition from Grade 8 to Grade 9.	Attendance rate, grades, performance on state summative assessments, referrals for mental health.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide Schoolwide		
1.4	<b>Action:</b> Summer School Programming  <b>Need:</b> The TK-8 and high school campuses offer summer programming to assist students with credit recovery to ensure students graduate on time, enrichment for students who want to accerlate their learning, and transition academies and programs to address the needs of students entering transitional academic years: Grade 6 and Grade 9.  <b>Scope:</b> LEA-wide Schoolwide	The actions address the needs of students who need to recover credits so they are able to graduate and to assist students who need additional support with their learning. Students who are entering transitional grades engage in a transition program that sets them up for success in the fall.	Attendance, grades, graduation rate, internal benchmark assessments.
1.6	<b>Action:</b> Academic Assessments  <b>Need:</b> GHC administers a large volume of assessments to students in all grades and many students need assistance to pay for the assessment as well as receiving support from other staff on campus for preparing for the assessments, etc. This provides students who many not have access to financial or educational resources to pay for some of the assessments with resources and support to prepare them for success on the assessment.	This actions supports the needs of students who need financial and educational assistance and support to access and complete some of the assessments offered	NWEA benchmark assessments, IB data, AP data, PSAT data, state summative data, grades



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Schoolwide		
1.7	<b>Action:</b> Student Support and Interventions  <b>Need:</b> Students who struggle in their classes need additional academic support via tutoring or other Tier 1 interventions.  <b>Scope:</b> LEA-wide	Each grade level has students who are struggling to demonstrate proficiency at grade-level. Implementing supports for struggling students will help to address the needs of all students and ensure all students are on track to graduate.	Grades
2.1	<b>Action:</b> Health and Wellness Support  <b>Need:</b> Since the COVID-19 pandemic there has been a sharp rise in the need for mental healthy and supports. Whether the need is to address on-campus concerns or helping students with their off-campus lives, GHC recognizes that mental health support is necessary for student achievement.  <b>Scope:</b> LEA-wide	Providing mental health support for both programs ensures that students who are struggling with mental health have the resources needed, eliminating a barrier to student achievement.	Attendance, referrals to Dean's Office, referrals to Wellness Center/Counselors.
3.1	<b>Action:</b> School Climate Survey and Engaging Educational Partners	Having a variety of platforms for collecting actionable feedback provides GHC with the information needed to make adjustments to	School Climate Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> GHC serves over 6,000 students and the need to solicit feedback in a timely, organized, and efficient manner is crucial for improving teaching and learning.</p> <p><b>Scope:</b> LEA-wide</p>	programming, events, and other student, staff, and teacher needs.	
3.2	<p><b>Action:</b> Discipline Deans, Campus Aides, and Attendance Office Staffing</p> <p><b>Need:</b> Having the various support staff ensures students and teachers are supported for both in-class issues and out-of-classroom issues, The presence of staff on campus also ensures the school is always safe and needs are addressed quickly and appropriately.</p> <p><b>Scope:</b> LEA-wide</p>	With many people on both campuses, having a presence of aides, deans, and other support staff on campus ensures the school is safe and the school has the ability to address concerns quickly.	School Climate Survey, referrals to Dean's Office, suspension rate.
3.9	<p><b>Action:</b> Los Angeles School Police</p> <p><b>Need:</b> The partnership with the Los Angeles School Police provides an additional layer of safety and security for two large campuses with over 6,000 student total. The partnership also supports the administration and Dean's Office with providing aid and guidance for students who need additional support and resources.</p>	GHC serves students from all socio-economic backgrounds, including students who experience homelessness, are foster youth, or have been exposed to the juvenile justice system. The partnership with the Los Angeles School Police ensures administration is making the correct decisions on behalf of those students. Additionally, GHC hosts many large events on its campuses, so the partnership with the Los Angeles School Police provide additional security during those events.	Attendance, suspension rate, grades, graduation rate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.3</b>	<p><b>Action:</b> Services for Unduplicated Students</p> <p><b>Need:</b> Supporting the language needs of students identified as English Learners as well as the out-of-classroom needs of students identified as being Foster Youth, such as access to mental health services, etc.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	The overall number of students identified as English Learners and students identified as Foster Youth is not as large as other student groups on campus, so the need for specialized services is specific and not as large as the other student groups. GHC is split across two campuses and encompasses TK/K through Grade 12, so it is important that services provided at one campus are also provided at the other campus when students transition from Grade 8 to Grade 9.	Attendance rate, grades, performance on state summative assessments, referrals for mental health.

For any limited 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, as applicable.

N/A - LCFF funding is the sole funding source.

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	68:1	Granada Hills Charter does not have a UPC >55% and does not qualify for concentration grant funding nor the concentration grant add-on. Therefore, this prompt does not apply.
Staff-to-student ratio of certificated staff providing direct services to students	13:1, 12:1 TK and 10:1 in ETK only	Granada Hills Charter does not have a UPC >55% and does not qualify for concentration grant funding nor the concentration grant add-on. Therefore, this prompt does not apply.

2025-26 Total Planned Expenditures Table

LCAP Year	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 %)
Totals	\$68,858,974.00	\$6,883,379	9.996%	0.000%	9.996%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$47,151,092.00	\$13,749,344.00	\$497,360.00	\$4,609,987.00	\$66,007,783.00	\$28,140,800.00	\$37,866,983.00

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	Professional Development Focused on Curriculum, Instruction, and Assessments.	All	No			All Schools	Ongoing	\$66,385.00	\$730,402.00	\$588,680.00	\$100,000.00		\$108,107.00	\$796,787.00	0.00%
1	1.2	Special Programs Services	Students with Disabilities	No			All Schools	Ongoing	\$6,218,668.00	\$8,114,986.00	\$7,423,299.00	\$5,192,956.00	\$263,215.00	\$1,454,184.00	\$14,333,654.00	0.00%
1	1.3	Services for Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,347,456.00	\$567,313.00	\$1,515,342.00	\$399,427.00			\$1,914,769.00	3.03%
1	1.4	Summer School Programming	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,135,260.00	\$1,040,939.00	\$1,761,750.00	\$183,449.00		\$231,000.00	\$2,176,199.00	2.79%
1	1.5	CTE - Staff, Materials, and Supplies	All	No			All Schools	Ongoing	\$1,693,961.00	\$290,896.00	\$1,752,584.00	\$232,273.00			\$1,984,857.00	0.00%
1	1.6	Academic Assessments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High School Program Grade 9 through Grade 12.	Ongoing	\$693,336.00	\$1,325,905.00	\$2,019,241.00				\$2,019,241.00	3.19%
1	1.7	Student Support and Interventions	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$2,061,160.00	\$4,465,578.00	\$3,037,415.00	\$2,271,289.00		\$1,218,034.00	\$6,526,738.00	4.76%

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
			Low Income			Low Income										
1	1.8	Vertical Alignment of Curriculum, Instruction, and Assessment	All	No			All Schools	Ongoing	\$53,666.00	\$46,200.00	\$54,866.00	\$45,000.00			\$99,866.00	0.00%
1	1.9	Technology and Data Processing	All	No			All Schools	Ongoing	\$3,036,301.00	\$1,086,931.00	\$4,123,232.00				\$4,123,232.00	0.00%
1	1.10	Curriculum and Supplemental Resources	All	No			All Schools	Ongoing	\$0.00	\$2,982,368.00	\$595,714.00	\$2,386,654.00			\$2,982,368.00	0.00%
2	2.1	Health and Wellness Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,275,669.00	\$530,587.00	\$1,572,111.00		\$234,145.00		\$1,806,256.00	3.71%
2	2.2	College and Career Counseling Program	All	No			All Schools	Ongoing	\$676,363.00	\$593,094.00	\$871,563.00	\$397,894.00			\$1,269,457.00	0.00%
2	2.3	Student Meals	All	No			All Schools	Ongoing	\$2,425,402.00	\$1,490,554.00		\$2,425,402.00		\$1,490,554.00	\$3,915,956.00	0.00%
2	2.4	Community and Spirit Building	All	No			All Schools	Ongoing	\$26,163.00	\$11,332.00	\$37,495.00				\$37,495.00	0.00%
2	2.5	Professional Development for Staff	All	No			All Schools	Ongoing	\$0.00	\$18,562.00	\$18,562.00				\$18,562.00	0.00%
3	3.1	School Climate Survey and Engaging Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$243,072.00	\$504,797.00	\$747,869.00				\$747,869.00	1.18%
3	3.2	Discipline Deans, Campus Aides, and Attendance Office Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,716,161.00	\$909,728.00	\$2,625,889.00				\$2,625,889.00	4.15%
3	3.3	SEL Curriculum Integration	All	No			All Schools	Ongoing	\$183,119.00	\$124,985.00	\$184,996.00	\$15,000.00		\$108,108.00	\$308,104.00	0.00%
3	3.4	Training and Professional Development	All	No			All Schools	Ongoing	\$34,982.00	\$100,000.00	\$34,982.00	\$100,000.00			\$134,982.00	0.00%
3	3.5	Student-Led Inclusion Initiatives	All	No			All Schools	Ongoing	\$26,163.00	\$0.00	\$26,163.00				\$26,163.00	0.00%
3	3.6	Parent and Guardian Involvement	All	No			All Schools	Ongoing	\$17,443.00	\$1,200.00	\$18,643.00				\$18,643.00	0.00%
3	3.7	Inclusive Classroom Practices	All	No			All Schools	Ongoing	\$214,009.00	\$0.00	\$214,009.00				\$214,009.00	0.00%

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
3	3.8	Vertical Alignment of Expectations and Communications	All	No			All Schools	Ongoing	\$39,576.00	\$0.00	\$39,576.00				\$39,576.00	0.00%
3	3.9	Los Angeles School Police	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$497,872.00	\$497,872.00				\$497,872.00	0.79%
3	3.10	School Facilities Maintenance	All	No			All Schools	Ongoing	\$2,254,980.00	\$11,225,061.00	\$13,480,041.00				\$13,480,041.00	0.00%
3	3.11	Classified Staffing	All	No			All Schools	Ongoing	\$2,334,893.00	\$372,884.00	\$2,707,777.00				\$2,707,777.00	0.00%
3	3.12	Staffing for Activities and Outreach	All	No			All Schools	Ongoing	\$366,612.00	\$834,809.00	\$1,201,421.00				\$1,201,421.00	0.00%



# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$68,858,974.00	\$6,883,379	9.996%	0.000%	9.996%	\$13,777,489.00	23.600%	43.608 %	<b>Total:</b>	\$13,777,489.00
								<b>LEA-wide Total:</b>	\$11,758,248.00
								<b>Limited Total:</b>	\$1,515,342.00
								<b>Schoolwide Total:</b>	\$5,296,333.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Services for Unduplicated Students	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,515,342.00	3.03%
1	1.4	Summer School Programming	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,761,750.00	2.79%
1	1.6	Academic Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High School Program Grade 9 through Grade 12.	\$2,019,241.00	3.19%
1	1.7	Student Support and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,037,415.00	4.76%
2	2.1	Health and Wellness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,572,111.00	3.71%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	School Climate Survey and Engaging Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$747,869.00	1.18%
3	3.2	Discipline Deans, Campus Aides, and Attendance Office Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,625,889.00	4.15%
3	3.9	Los Angeles School Police	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$497,872.00	0.79%

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$68,280,968.00	\$66,176,310.00

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	Professional Development Focused on Curriculum, Instruction, and Assessments.	No	\$735,407.00	\$796,787.50
1	1.2	Special Programs Services	No	\$13,545,122.00	\$14,333,653.00
1	1.3	Services for Unduplicated Students	Yes	\$2,192,770.00	\$1,914,769.00
1	1.4	Summer School Programming	Yes	\$2,016,158.00	\$2,176,199.00
1	1.5	CTE - Staff, Materials, and Supplies	No	\$4,417,084.00	\$2,926,098.00
1	1.6	Academic Assessments	Yes	\$1,186,750.00	\$2,019,241.00
1	1.7	Student Support and Interventions	Yes	\$6,575,085.00	\$6,526,738.00
1	1.8	Vertical Alignment of Curriculum, Instruction, and Assessment	No	\$90,000.00	\$99,866.00
1	1.9	Technology and Data Processing	No	\$4,290,267.00	\$2,926,098.00
1	1.10	Curriculum and Supplemental Resources	No	\$2,600,000.00	\$2,982,368.00
2	2.1	Health and Wellness Support	Yes	\$2,349,078.00	\$1,806,256.00

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)
2	2.2	College and Career Counseling Program	No	\$474,860.00	\$1,269,457.00
2	2.3	Student Meals	No	\$3,900,000.00	\$3,915,956.00
2	2.4	Community and Spirit Building	No	\$30,000.00	\$38,161.00
2	2.5	Professional Development for Staff	No	\$20,000.00	\$18,562.00
3	3.1	School Climate Survey and Engaging Educational Partners	Yes	\$849,410.00	\$747,869.00
3	3.2	Discipline Deans, Campus Aides, and Attendance Office Staffing	Yes	\$2,791,250.00	\$2,625,889.00
3	3.3	SEL Curriculum Integration	No	\$171,727.00	\$308,103.50
3	3.4	Training and Professional Development	No	\$20,000.00	\$134,982.00
3	3.5	Student-Led Inclusion Initiatives	No	\$10,000.00	\$26,163.00
3	3.6	Parent and Guardian Involvement	No	\$8,000.00	\$18,643.00
3	3.7	Inclusive Classroom Practices	No	\$105,000.00	\$214,009.00
3	3.8	Vertical Alignment of Expectations and Communications	No	\$10,000.00	\$39,576.00
3	3.9	Los Angeles School Police	Yes	\$368,000.00	\$497,872.00

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)
3	3.10	School Facilities Maintenance	No	\$14,365,000.00	\$13,480,041.00
3	3.11	Classified Staffing	No	\$3,325,000.00	\$1,201,421.00
3	3.12	Staffing for Activities and Outreach	No	\$1,835,000.00	\$3,131,532.00

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$6,789,005.00	\$12,944,526.00	\$17,899,833.00	(\$4,955,307.00)	22.110%	24.240%	2.130%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.3	Services for Unduplicated Students	Yes	\$1,495,000.00	\$1,914,769.00	3.01%	3.27%
1	1.4	Summer School Programming	Yes	\$1,572,038.00	\$2,176,199.00	3.16%	2.79%
1	1.6	Academic Assessments	Yes	\$1,186,750.00	\$1,067,241.00	2.39%	3.22%
1	1.7	Student Support and Interventions	Yes	\$2,565,000.00	\$5,926,738.00	1.29%	4.76%
2	2.1	Health and Wellness Support	Yes	\$2,117,078.00	\$2,943,256.00	4.2%	3.8%
3	3.1	School Climate Survey and Engaging Educational Partners	Yes	\$849,410.00	\$747,869.00	1.71%	1.28%
3	3.2	Discipline Deans, Campus Aides, and Attendance Office Staffing	Yes	\$2,791,250.00	\$2,625,889.00	5.61%	4.30%
3	3.9	Los Angeles School Police	Yes	\$368,000.00	\$497,872.00	0.74%	0.82%

# 2024-25 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)
\$66,365,811.00	\$6,789,005.00	0.0%	10.230%	\$17,899,833.00	24.240%	51.211%	\$0.00	0.000%



# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## **Requirements and Instructions**

### **General Information**

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### **Reflections: Annual Performance**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**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**

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

- Identify the schools within the LEA that have been identified for CSI.

**Support for Identified Schools**

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

- 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**

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

**Requirements**

***Requirements***

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.



- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad 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.

#### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An 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**

#### 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.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”



A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

### Action #

- Enter the action number.

### Title

- Provide a short title for the action. This title will also appear in the action tables.

### Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

### Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

### Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**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.

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## **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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

***Requirements and Instructions***

Complete the tables as follows:

- 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

#### Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:**

#### **LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### **Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.



## **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## **Additional Concentration Grant Funding**

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## ***Total Planned Expenditures Table***

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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%).
  - 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus Carryover %)**
  - 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)**
  - 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)**

- 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)**

- 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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