GRANADA HILLS CHARTER

BRIAN BAUER
CHIEF EXECUTIVE OFFICER/SUPERINTENDENT

TO:	GHC Governing Board	DATE:	Monday June 22, 2026
FROM:	Frank Tarczynski, Administrative Director		
SUBJECT:	Approval - 2026-2027 Local Control and Accountability Plan ("LCAP") Approval - 2025-2026 Local Performance Indicators		

The purpose of this memo is to seek approval from the Granada Hills Charter Governing Board for the 2026–2027 Local Control and Accountability Plan ("LCAP") and the 2026–2027 Local Performance Indicators, as required under California Education Code.

The LCAP is Granada Hills Charter's ("GHC") annual plan for aligning goals, actions, services, and expenditures to student needs and the state priorities under the Local Control Funding Formula. The 2026–2027 LCAP continues GHC's focus on academic achievement, student engagement, college and career readiness, wellness, school safety, and continuous improvement across the TK–12 program.

The 2026–2027 LCAP maintains three goals:

Goal 1: Pupil Achievement

GHC will continue to improve grade-level proficiency and college and career readiness through rigorous instruction, academic assessments, professional learning, curriculum alignment, intervention, CTE pathways, English Learner supports, and services for students with disabilities. Key measures include English Language Arts, Mathematics, English Learner Progress, College/Career readiness, and implementation of academic standards.

Goal 2: Academic Engagement

GHC will continue to reduce barriers to student success by supporting attendance, graduation, wellness, counseling, college and career planning, meal access, student activities, and classified professional development. Key measures include chronic absenteeism, graduation rate, UC/CSU course completion, and student access to engagement and support services.

Goal 3: School Culture and Safety

GHC will continue to promote a safe, inclusive, and supportive school environment through school climate surveys, SEL implementation, student wellness, safety staffing, family engagement, inclusive practices, student-led activities, facilities improvements, and schoolwide communication. Key measures include suspension rate, school climate survey results, and implementation of safety and social-emotional supports.

Local Performance Indicators

The Local Performance Indicators are also presented for approval in conjunction with the LCAP. These indicators require GHC to annually measure and report progress in the following state priority areas: Basic Services, Implementation of State Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study. The self-reflection process included review of local data, survey results, educational partner feedback, instructional materials, teacher assignment information, facilities information, academic standards implementation, family engagement practices, school climate data, and course access.

Following Board approval, GHC will submit the 2026–2027 LCAP to the appropriate oversight agencies and report the 2025-2026 Local Indicators through the California School Dashboard, as required.

Granada Hills Charter is also required to review the Federal Addendum in conjunction with the LCAP. No changes or revisions to the Federal Addendum are recommended at this time.

Administration recommends that the Board of Directors approve the 2026-2027 Local Control and Accountability Plan and the 2025-2026 Local Performance Indicators.

Approved by the GHC Governing Board June 22, 2026

David Bensinger
Board Secretary

2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Granada Hills Charter School
CDS Code:	19 64733 1933746
LEA Contact Information:	Name: Frank Tarczynski Position: Administrative Director of Instruction Email: franktarczynski@ghctk12.com Phone: (818) 360-2361
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	Amount Whole Numbers
Total LCFF Funds	$85,642,762
LCFF Supplemental & Concentration Grants	$7,574,911
All Other State Funds	$16,029,622
All Local Funds	$7,035,181
All federal funds	$5,300,662
Total Projected Revenue	$114,008,227

Total Budgeted Expenditures for the 2026-27 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	$116,097,257
Total Budgeted Expenditures in the LCAP	$66,007,783
Total Budgeted Expenditures for High Needs Students in the LCAP	$18,092,998
Expenditures not in the LCAP	$50,089,474

Expenditures for High Needs Students in the 2025-26 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	$13,777,489
Actual Expenditures for High Needs Students in LCAP	$21,018,280

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2026-27 Difference in Projected Funds and Budgeted Expenditures	$10,518,087
2025-26 Difference in Budgeted and Actual Expenditures	$7,240,791

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenses not reflected in the LCAP are primarily related to auxiliary services and other costs not directly associated with the educational program. Significant expenditures not included include charter authorizer oversight fees, insurance, professional fees and services, depreciation, and certain salary categories. Additionally, some reported expenditures relate to capitalized

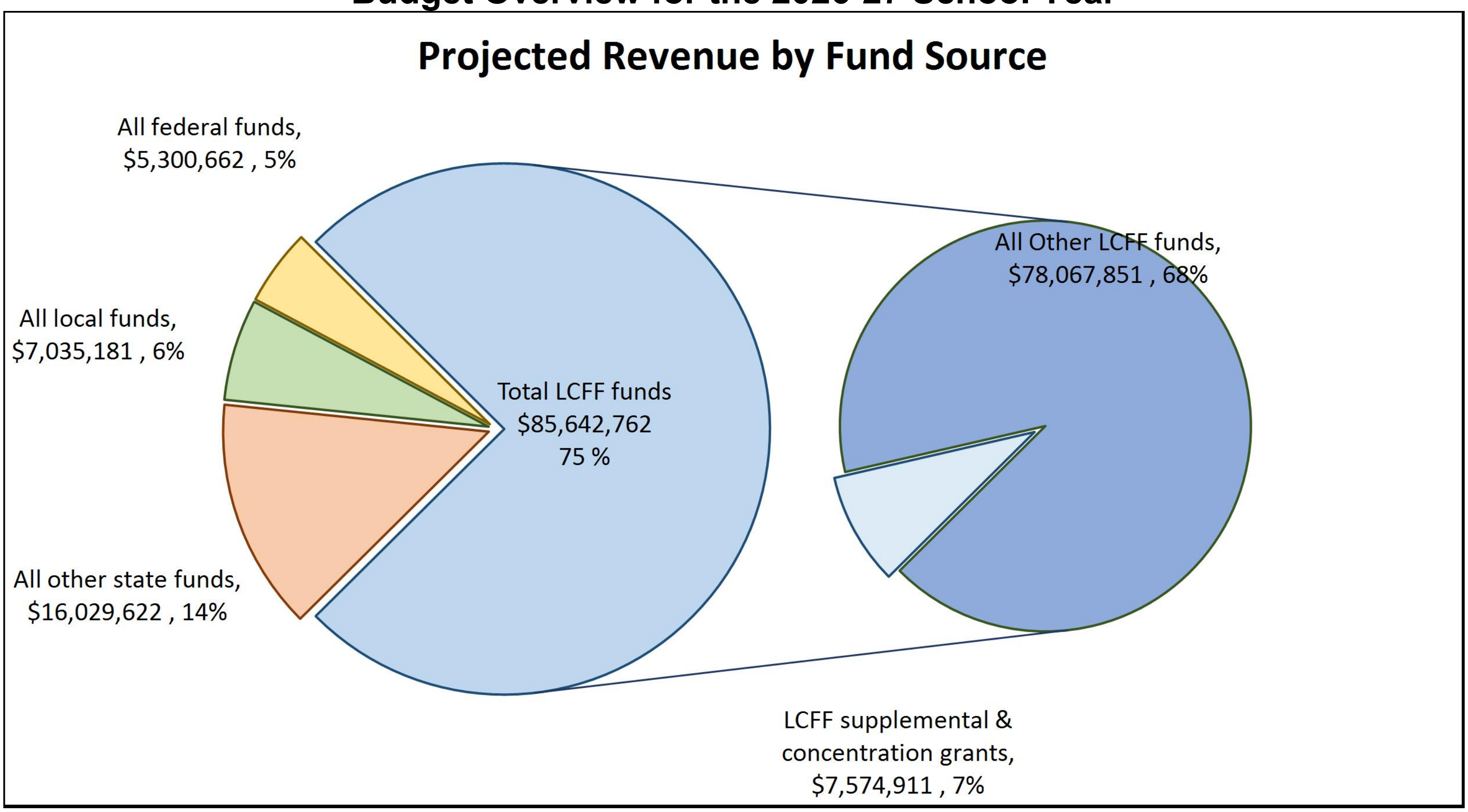
	assets and therefore will be recognized as expenses over future fiscal years rather than in the year incurred.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Granada Hills Charter School
CDS Code: 19 64733 1933746
School Year: 2026-27
LEA contact information:
Frank Tarczynski
Administrative Director of Instruction
franktarczynski@ghctk12.com
(818) 360-2361

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 2026-27 School Year

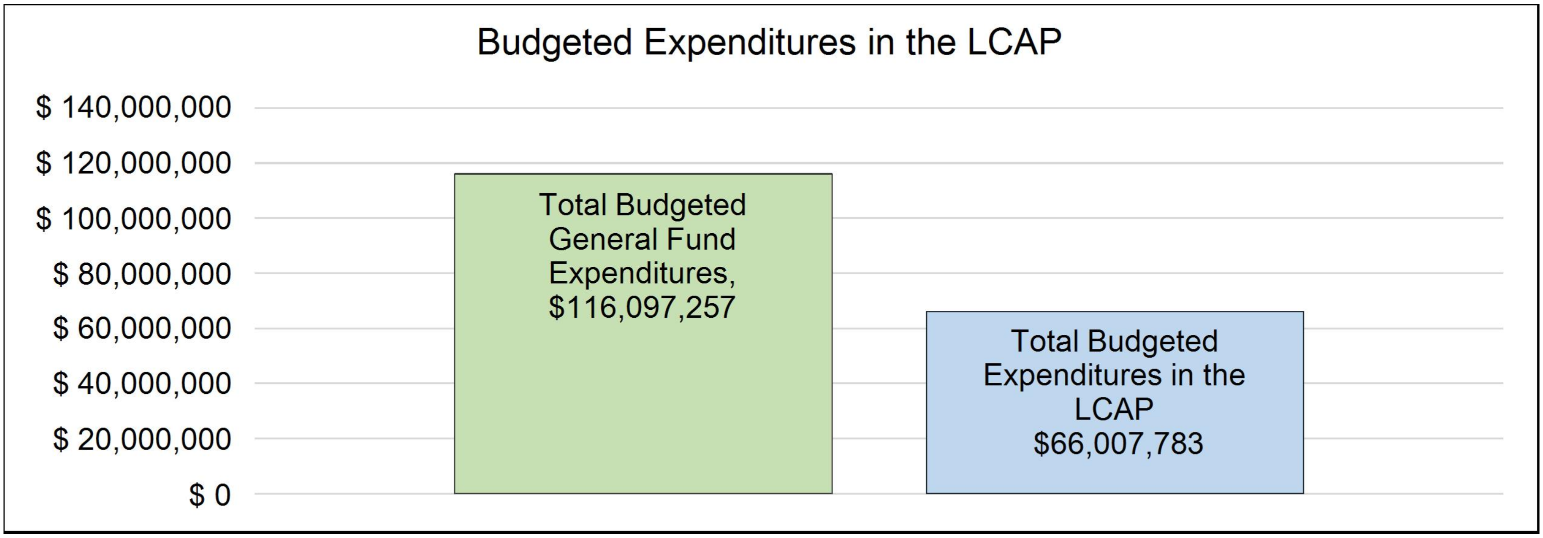


This chart shows the total general purpose revenue Granada Hills Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Granada Hills Charter School is $114,008,227, of which $85,642,762 is Local Control Funding Formula (LCFF), $16,029,622 is other state funds, $7,035,181 is local funds, and $5,300,662 is federal funds. Of the $85,642,762 in LCFF Funds, $7,574,911 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 2026-27. 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 $116,097,257 for the 2026-27 school year. Of that amount, $66,007,783 is tied to actions/services in the LCAP and $50,089,474 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

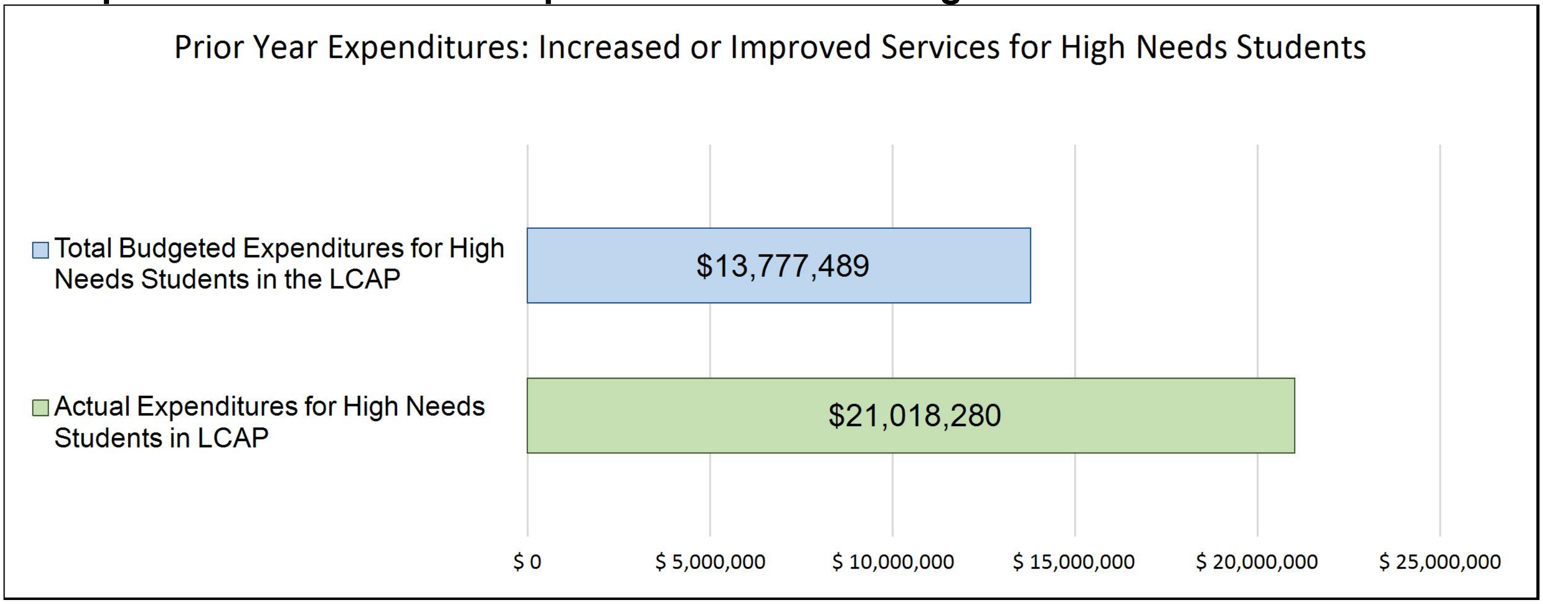
Expenses not reflected in the LCAP are primarily related to auxiliary services and other costs not directly associated with the educational program. Significant expenditures not included include charter authorizer oversight fees, insurance, professional fees and services, depreciation, and certain salary categories. Additionally, some reported expenditures relate to capitalized assets and therefore will be recognized as expenses over future fiscal years rather than in the year incurred.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Granada Hills Charter School is projecting it will receive $7,574,911 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 $18,092,998 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 2025-26



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 2025-26, Granada Hills Charter School's LCAP budgeted $13,777,489 for planned actions to increase or improve services for high needs students. Granada Hills Charter School actually spent $21,018,280 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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 2025-26 school year, Granada Hills Charter ("GHC") is in its twenty-second 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.

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 2025-2026 school year population close to 6,000 students enrolled in TK through Grade 12. The TK-8 program enrolled 1,437 students. The high school program enrolled 4,703 students. The demographics of GHC consists of the following races/ethnicities: 43% percent Hispanic; 16% percent Asian; 9% Filipino; 4% percent Black or African-American; 0.2% percent American Indian or Alaska Native; 0.2% 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 2.7%; students identified as being socioeconomically disadvantaged is 49%, 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.

2025 CALIFORNIA SCHOOL DASHBOARD for GRANADA HILLS CHARTER (GHC)
Link: https://www.caschooldashboard.org/reports/19647331933746/2025

SECTION I: ACADEMIC PERFORMANCE

English Language Arts
Overall, 1,982 students at GHC scored 73.3 points above standard, reflecting an increase of 7.9 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:

823 Hispanic students scored Green (43.9 points above standard)

922 Socioeconomically Disadvantaged students scored Blue (51.9 points above standard)

88 African American students scored Green (39.7 points above standard)

372 Asian students scored Blue (115.6 points above standard)

190 Filipino students scored Blue (119.5 points above standard)

421 White students scored Green (77.5 points above standard)

Students with disabilities scored 35.8 points below standard, earning a Yellow rating. This group performed 53.6 points better than the statewide average of 89.4 points below standard.
English Learners scored 12.5 points below standard and also earned an Orange rating, outperforming the state average by 47.4 points (state: 59.9 points below standard).
No student groups received a Red rating in ELA.

Mathematics
Overall, 1,977 students at GHC scored 25.4 points above standard, an increase of 9.5 points from the previous year.
The following student groups earned a rating of Green/High or Blue/Very High:

192 Filipino students scored Blue (74.6 points above standard)

421 White students scored Green (30.5 points above standard)

369 Asian students scored Blue (86.2 points above standard)

821 Hispanic students scored Green (12.7 points below standard)

97 English Learners students scored Yellow (31.8 pointes below standard)

920 Socioeconomically Disadvantaged students scored Yellow (0.5 points below standard)

87 African-American students scored Orange (31.2 points below standard)

214 Students with Disabilities scored Orange (82.8 pointes below standard)

No student groups scored Red.

English Learner Progress
Of 105 English Learners, 63.8% made progress toward English proficiency—an increase of 9.1% from the prior year. This group received a Green performance rating.

College/Career Indicator
Out of 1,144 students, 76.5% were classified as “Prepared”, a 1.3% decrease from the previous year.
GHC scored 24.8% higher than the state average of 51.7%.
The following groups scored either Blue/Very High or Green/High:

47 African American students: 76.6% Prepared (Green)

504 Hispanic students: 68.7% Prepared (Green)

860 Socioeconomically Disadvantaged students: 72.3% Prepared (Green)

295 White students: 74.9% Prepared (Green)

176 Asian students: 91.5% Prepared (Blue)

88 Filipino students: 94.3% Prepared (Blue)

106 Students with Disabilities: 26.4% (Orange)

15 English Learners: 26.7% Prepared (No Color)

SECTION II: ACADEMIC ENGAGEMENT

Chronic Absenteeism
Out of 1,322 students in TK–8, 5.5% were chronically absent, which is 11.6% lower than the state rate of 17.1%.
The following student groups received the following performance ratings:

Asian: 1.9% (Blue)

White: 4.7% (Yellow)

Filipino: 4% (Green)

African American: 6.5% (Orange)

Hispanic: 7.6% (Yellow)

English Learners: 13% (Orange)

Socioeconomically Disadvantaged: 8.8% (Orange)

Students with Disabilities: 9/2% (Yellow)

Two or More Races: 9.3% (Orange)

No student group received a Red rating.

Graduation Rate
In 2025, 1,147 students graduated for a rate of 96%. GHC was rated Blue, outperforming the state average by 8.2 percentage points.
Subgroup graduation rates include:

African American: 100% (Blue)

Asian: 97.2% (Blue)

Filipino: 98.9% (Blue)

Hispanic: 95.4% (Blue)

Socioeconomically Disadvantaged: 95.8% (Blue)

White: 94.6% (Green)

English Learners: 80% (No performance color)

Students with Disabilities: 82.4% (Orange)

No student group received a Red or Yellow indicator.

SECTION III: CONDITIONS AND CLIMATE

Suspension Rate
In 2025, 1.1% of K–12 students were suspended at least one day, an decrease of 0.5% from 2024, for an overall rating of Green.
Subgroup data includes:

Filipino: 0.4% (Blue)

Asian: 0.3% (Blue)

English Learners: 1.2% (Green)

Hispanic: 1.5% (Green)

White: 0.9% (Blue)

Two or More Races: 0.2% (Blue)

Socioeconomically Disadvantaged: 1.5% (Green)

African American: 3.2% (Green)

Students with Disabilities: 2.9% (Green)

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

SCHOOL INITIATIVES

During the 2025–2026 school year, GHC continued to strengthen instructional coherence, student engagement, college and career access, and student wellness across the TK–12 program. Faculty and staff built upon multi-year initiatives, including Understanding by Design (UbD), Canvas/Toddle implementation, Capturing Kids' Hearts, Second Step, and professional learning focused on structured discourse, questioning, and student engagement. Across both campuses, these efforts reflected a shift from initial implementation toward greater alignment, shared expectations, and more intentional monitoring of classroom practice.

Beyond the classroom, GHC students continued to benefit from a broad range of academic, co-curricular, athletic, artistic, leadership, and career-connected opportunities. The school also continued to refine student support systems through expanded academic interventions, college and career advising, dual enrollment access, wellness programming, and family communication structures. For the 2026–2027 LCAP, GHC is highlighting three areas of continued focus: instructional coherence and student engagement, expanded college and career pathways, and wellness, belonging, and student support.

Instructional Coherence and Student Engagement

GHC continued to deepen its multi-year instructional improvement work through UbD, professional learning, and classroom walkthroughs. At the TK–8 campus, the focus moved beyond initial UbD training toward a more disciplined process of vertical articulation. Teachers worked through PLC structures to identify essential standards, refine essential questions, and examine expectations across grade levels. This process helped teams identify gaps, redundancies, and shifts in rigor, resulting in greater clarity around skill progression, assessment alignment, and preparation for the next stage of students' academic experience.

At the high school, GHC continued to make student engagement a central instructional priority. Professional learning in August 2025 focused on increasing student engagement through effective questioning, student-generated questions, and the Question Formulation Technique. Follow-up feedback from the professional learning sessions indicated that staff valued the modeling of engagement strategies, opportunities for collaboration, and the experience of using QFT from the perspective of a student. This work was reinforced through the Fall 2025 Student Engagement Walkthrough cycle, which expanded participation to 45 non-administrator/non-department chair staff members and reached more than 140 teachers, representing approximately 85% of classrooms. Together, these efforts helped move student engagement from a broad instructional aspiration into a more coherent system of professional learning, classroom observation, and shared reflection.

GHC also continued to support multilingual learners and academic discourse through its partnership with Ensemble Learning. At the high school, professional learning emphasized questioning practices, Depth of Knowledge, QFT, and strategies to increase student-to-student talk. At the TK–8 campus, teachers focused on structured student talk routines, including QSSSA, to support student participation, academic language, and checks for understanding. Continued attention to structured discourse remains especially important as GHC monitors outcomes for English Learners and works to strengthen language-rich instruction across content areas.

Expanded College, Career, and Program Pathways

GHC continued to expand college and career access through dual enrollment, college advising, CTE, and program-specific supports. The College and Career Office provided consistent communication through weekly newsletters, hosted college representative visits, and offered workshops related to college applications, financial aid, and dual enrollment. Email evidence from spring 2026 shows that Pierce College dual enrollment workshops continued to be offered to students, and planning for the 2026 Summer Transition Academy included an upper-level dual enrollment course, reflecting GHC's continued effort to make college coursework more accessible and structured for students.

iGranada also implemented several significant programmatic enhancements designed to strengthen student learning, accountability, and postsecondary opportunity. The program returned to a fully hybrid model with onsite attendance requirements and launched Summit Sessions, which provide weekly cohort-based instructional days for each grade level. These sessions create opportunities for direct instruction, structured collaboration, and regular meetings with advisors. iGranada also implemented revised attendance and progress expectations, including daily engagement, weekly work completion equivalent to at least 20 hours of instructional time, and minimum course progress expectations in each class. To improve monitoring of engagement and time value, the program adopted Scout.com to synchronize data between eSchool and curriculum partners. In addition, iGranada expanded college and career pathways through dual enrollment partnerships with California State University, Dominguez Hills, California Lutheran University, and Los Angeles Pierce College, including an Early College program that allows students to complete at least one year of college credit while still in high school.

GHC also continued to strengthen CTE alignment and program development. Email records indicate that the CTE department maintained a regular professional development cycle during the fall semester and held a CTE Advisory Meeting. This continued work supports pathway development, industry-aligned learning, and the school’s broader goal of ensuring that students graduate ready for both college and career.

Wellness, Belonging, and Student Support

GHC continued to strengthen student wellness and belonging through school-based mental health supports, social-emotional learning, student engagement activities, and family communication systems. The Wellness Center/School Social Work team provided significant support during the fall semester, serving 360 unique students, completing 171 new intakes, and facilitating 1,088 one-on-one student meetings. The team also expanded prevention and family programming through workshops and community resource events, reflecting the school’s continued commitment to addressing student wellness as a foundation for academic engagement.

The April 2026 Annual Wellness Fair provides a concrete example of this work in action. The Wellness Center team coordinated a schoolwide event that included community vendors and presentations for students. Staff feedback noted that seniors responded positively to the featured presentation and that community partners described GHC students as kind, respectful, and engaged. This event illustrates how GHC’s wellness efforts extend beyond individual counseling and crisis response to include prevention, education, community partnership, and student connection.

GHC also continued to support school culture through Capturing Kids’ Hearts at the high school and Second Step at the TK–8 campus. In addition, planning for the 2026 Summer Transition Academy included Link Crew, ASB visits, a school culture presentation, Rachel’s Challenge/Wellness Assembly, and college counselor presentations, all of which are designed to help students build relationships, understand school expectations, and connect to campus life. Possip pulse checks, school newsletters, and other communication systems continued to provide families with opportunities to share feedback and stay informed. While family feedback reflected strong satisfaction with safety, communication, and staff support, GHC will continue to focus on consistent expectations, grading transparency, student belonging, and equitable access to wellness and re-engagement supports.

TK-8 INSTRUCTIONAL PROGRAM

TRANSITIONAL KINDERGARTEN/KINDERGARTEN
Highlights:
This year, the TK/K team adapted well to changes in both classroom environments and outdoor spaces while continuing to provide consistent

routines and learning experiences for students. Teachers maintained a consistent intervention schedule, utilized learning platforms effectively, and provided strong communication to families throughout the year. The team also continued adapting curriculum to meet student needs while refining strong IB Units of Inquiry that support student identity, curiosity, foundational academic development, and age-appropriate conceptual understanding.

Challenges:
Space continued to be a significant challenge, both indoors and outdoors, as teachers worked to support the developmental needs of young learners within changing classroom and play environments. Bathroom independence also remained an area of need for some students, requiring additional adult support and impacting classroom routines. The team also identified the need for more consistent support within classrooms during instructional time, as well as additional supervision during eating and play times. Multiple changes to routines and procedures related to eating times and locations created additional adjustment needs for students and staff.

Looking Ahead:
Next year, the team looks forward to moving into permanent classroom spaces and continuing to strengthen the TK/K learning environment. Additional aide support during instructional blocks would help teachers provide more targeted support, maintain routines, and meet the developmental needs of students. The team also hopes to begin communication with newly enrolled families earlier in the summer by providing resources that help incoming kindergarten students build independence and transition successfully to GHC. Intervention will continue to be a priority, with a goal of beginning support earlier in the school year. Looking ahead, the team will also focus on providing more play areas and developmentally appropriate activities for students, while ensuring that professional learning and schoolwide deadlines are scheduled in ways that preserve teacher planning time during critical reporting periods.

GRADE 1
Highlights:
First grade students made strong academic progress this year in both reading and mathematics. Teachers continued to use the Second Step curriculum to support students' social-emotional learning and help students develop skills connected to self-awareness, relationships, and responsible decision-making. Students also strengthened their writing skills through storybook writing connected to IB Units of Inquiry. Hands-on learning remained an important part of the grade-level experience, with students completing projects such as timelines and animal habitat dioramas that supported creativity, critical thinking, and real-world connections.

Challenges:
Maintaining focus and attention throughout the school year continued to be an area of growth for many students. During oral presentations, students worked on projecting their voices and explaining their ideas clearly and completely. Students also continued to need support in developing foundational reading and mathematics skills, particularly as tasks became more complex and required greater independence.

Looking Ahead:
Next year, first grade teachers will continue using visuals, modeling, and clear explanations of multi-step directions to support student learning. Teachers will also continue modeling examples of quality work and helping students explain their thinking in complete sentences. These strategies will support continued growth in reading, mathematics, writing, and oral language development while helping students build confidence, independence, and persistence.

GRADE 2
Highlights:
This year, the second-grade team focused on improving student achievement through the use of i-Ready data and ongoing progress monitoring. Teachers used assessment information to identify student needs, guide instruction, and provide more targeted support. The team also collaborated around essential standards to ensure instruction remained focused, consistent, and aligned with grade-level learning goals. Throughout the year, teachers adapted curriculum and instructional strategies to better support the needs of the current student population and provide access for diverse learners.

Challenges:
The grade level experienced several challenges this year that impacted both student learning and staff collaboration. Ongoing student behavior concerns sometimes interrupted instruction and made consistent curriculum implementation more difficult. In addition, limited structured activities and supervision during non-classroom times contributed to behavioral issues that occasionally carried into the classroom, reducing instructional time. A continued area of growth is ensuring that progress monitoring consistently leads to timely instructional adjustments and targeted intervention while maintaining the classroom conditions needed for focused learning.

Looking Ahead:
Next year, the second-grade team will continue using i-Ready data and progress-monitoring practices to guide instruction and identify students needing additional support. The team will also continue collaborating around essential standards, refining curriculum, and strengthening differentiated instructional practices. As part of this work, teachers plan to revisit and redesign the “How We Express Ourselves” unit to improve student engagement and strengthen alignment with learning goals. The team also plans to adjust the pacing of the poetry unit and TCI curriculum to allow for deeper understanding and more effective instruction. Additional attention to behavior supports, structured activities during non-classroom times, and consistent expectations across settings will help protect instructional time and support student success. These efforts will promote greater consistency across classrooms while helping students make continued progress in reading, mathematics, and overall academic development.

GRADE 3
Highlights:
The third-grade team’s greatest success this year was its focused work around essential standards. Teachers aligned each IB unit to a different essential standard and used backward planning to scaffold lessons toward clear learning outcomes. The team also implemented mid-unit assessments, which provided opportunities to reflect on student progress and adjust instruction while keeping end goals in mind. As a result, teachers observed an increase in students’ ability to transfer skills across units throughout the year.

Challenges:
Vertical alignment remains an area for continued growth. While the team is aware of second-grade standards and expectations, additional collaboration would support more consistent alignment of specific practices, skills, and instructional strategies across grade levels. In mathematics, the use of EngageNY has created shared language, routines, and expectations that support continuity for students and has contributed to strong math outcomes over time. The team would like to develop similar consistency in reading and writing instruction. Another area for growth is strengthening communication and collaboration between ELD teachers and general education teachers so that students can receive more consistent practice with targeted language and academic skills across settings.

Looking Ahead:
Next year, the third-grade team will focus on strengthening instruction connected to reading literature standards. Because the current grade-level language program is heavily weighted toward informational text, teachers plan to develop targeted literature lessons that focus on text structure, theme, and character development. The team has already gathered literature materials to support this work and will continue refining units to strengthen reading comprehension, writing development, and students' ability to apply skills across contexts. Continued attention to vertical alignment and collaboration with ELD staff will also help support more coherent instruction and targeted support for all learners.

GRADE 4
Highlights:
This year, one of fourth grade's greatest successes was the intentional use of portfolio reflections at the end of each unit. Teachers placed a strong emphasis on guiding students through meaningful reflection connected to each unit's essential question, relevant IB Learner Profile traits, and essential standards. As a result, students engaged more deeply with their learning, strengthened self-awareness, and took greater ownership of their academic growth.

Challenges:
A continued area of growth was identifying and refining parts of the units that require additional time, depth, and clarity. Through reflection and collaboration, the team recognized that certain essential standards and key concepts need further development in order to fully support student understanding. These gaps highlighted the need for adjustments in pacing, instructional strategies, and opportunities for practice and reinforcement.

Looking Ahead:
Next year, the fourth-grade team will focus on revising and strengthening units to better support student understanding of essential standards and key concepts. The team will continue refining pacing, instructional strategies, and opportunities for student reflection so that learning experiences are more cohesive and effective. These improvements will help students make stronger connections across units, deepen their understanding, and continue developing ownership of their learning.

GRADE 5
Highlights:
This year, the fifth-grade team placed a stronger focus on reading fluency and comprehension. Teachers utilized teaching assistant support to provide targeted intervention for students working to strengthen decoding skills and increase access to grade-level texts. The team also strengthened assessments to ensure they are more rigorous and more closely aligned with the California Assessment of Student Performance and Progress (CAASPP) and the California Science Test (CAST). These efforts helped support students' academic readiness while providing teachers with clearer information about student progress and areas of need.

Challenges:
A continued challenge was limited instructional time with teaching assistant support. Additional hours or a shift in support to the morning schedule would allow for more consistent academic intervention and targeted support during key instructional periods. The team also observed a growing need to strengthen students' stamina, perseverance, and confidence when working through challenging concepts across all subject areas.

Looking Ahead:
Next year, the fifth-grade team would like to focus on implementing a consistent schoolwide and grade-level Positive Behavioral Interventions and Supports (PBIS) system to strengthen student behavior, stamina, perseverance, and overall engagement in learning. The team also hopes to increase opportunities for vertical alignment in science across the upper elementary grades to ensure students are adequately prepared for the CAST in fifth grade. Continued attention to reading fluency, comprehension, decoding, and assessment alignment will remain priorities so that all students can access and engage deeply with grade-level curriculum.

GRADE 6
Highlights:
This year, the sixth-grade team demonstrated a strong commitment to teaching required content standards while also creating meaningful interdisciplinary learning experiences. A major highlight was the team's effort to connect content across subject areas, allowing students to make real-world connections and deepen their understanding through integrated units. Collaboration across the grade level was also a key strength. Teachers worked together to support students in developing consistent academic skills, including structured writing, critical thinking, and communication. This alignment helped students build confidence and apply their learning across multiple content areas. The team also prioritized support for all learners through targeted small-group instruction in English and mathematics, providing differentiated support for students who needed additional assistance while creating a more inclusive learning environment.

Challenges:
One of the primary challenges this year was finding sufficient time for meaningful collaboration. While teachers made intentional efforts to work together, additional structured time would have allowed the team to better align instruction, plan interdisciplinary units, and respond more effectively to student needs. Another area for growth was providing consistent enrichment opportunities for students performing above grade level. While systems were in place to support students needing intervention, the team identified a need for more intentional strategies, resources, and time to challenge advanced learners and keep them engaged.

Looking Ahead:
Next year, the sixth-grade team will continue building on its collaborative efforts by strengthening interdisciplinary learning experiences and maintaining a focus on teaching all content standards with intentional alignment across subjects. The team also plans to deepen its focus on IB Approaches to Learning skills, including communication, collaboration, and self-management, to support students in becoming more independent and reflective learners. In addition, teachers will continue refining systems of support for all learners by maintaining targeted instruction for students who need additional support while creating more structured opportunities for enrichment and extension for advanced students. These efforts will support a balanced and inclusive instructional program that meets the needs of all students while continuing to strengthen collaboration across the grade level.

GRADE 7
Highlights:
This year, the seventh-grade team demonstrated strong instructional alignment, collaboration, and support for all learners. A major highlight was the successful implementation of an interdisciplinary unit connecting genetics in science with probability in mathematics. This unit allowed students to apply mathematical concepts to real-world scientific phenomena and deepen their understanding across both content areas. Collaboration across subjects was also a significant strength. Teachers worked together to support students in developing Claim-

Evidence-Reasoning responses, reinforcing consistent academic language and critical thinking skills across science, English language arts, and other disciplines. The team also prioritized targeted support for struggling students through designated pull-out instruction in both English and mathematics, allowing for differentiated instruction, focused skill-building, and increased student confidence. In addition, teachers intentionally incorporated Social-Emotional Learning and IB character traits into daily instruction, fostering a positive classroom culture and supporting students in becoming caring, principled, and reflective learners.

Challenges:
One of the primary challenges this year was finding sufficient designated time for meaningful collaboration. While some collaboration time was provided, additional structured opportunities would have allowed the team to more fully align instruction, analyze student data, and strengthen interdisciplinary connections. Another area for growth was providing adequate support and enrichment for students performing above standard, particularly students who tested out of i-Ready. While interventions for struggling students were more clearly defined, the team identified a need for more structured systems, resources, and time to extend learning for advanced students so they remain engaged, challenged, and continue to grow academically.

Looking Ahead:
Next year, the seventh-grade team will continue building on the success of interdisciplinary units and cross-subject collaboration. The team plans to further strengthen alignment between content areas by designing integrated learning experiences that promote deeper understanding and real-world application of skills. A continued focus will be placed on the development of IB character traits and Approaches to Learning skills, including reflection, self-management, and communication. The team will also continue refining systems of support for all learners by providing targeted support for students who need additional intervention while creating more structured opportunities for advanced students to engage in enrichment, extension, and deeper-level thinking. These efforts will support a balanced and inclusive instructional program that challenges and supports every student while maintaining strong collaboration across the grade level.

GRADE 8
Highlights:
This year, the eighth-grade team prioritized strengthening checks for understanding to support alignment with Common Core standards, particularly in reading, writing, speaking, and listening. Teachers intentionally incorporated formative assessment strategies such as targeted questioning, quick writes, exit tickets, and structured discussions to monitor student comprehension and adjust instruction in real time. This focus supported students in developing active listening, critical thinking, and effective communication skills. The team also adapted to increased class sizes while maintaining a strong commitment to student engagement, differentiated instruction, and high school readiness. Teachers implemented structured routines and collaborative strategies to support learners and maintain instructional rigor across content areas.

Challenges:
The eighth-grade team experienced several challenges that impacted instruction and student learning this year. Increased class sizes limited opportunities for individualized support and consistent differentiation, particularly in reading, writing, speaking, and listening. Student placement and classroom balance also affected the team’s ability to meet diverse academic and behavioral needs as effectively as possible. Inconsistent follow-through with behavior expectations impacted classroom climate and student engagement. In addition, the team identified a need for more structured collaboration time to align instruction, analyze student data, and strengthen consistency through both horizontal alignment within the grade level and vertical alignment across grade levels. While supports for struggling students were in place, additional

systems and resources are needed to better challenge and extend learning for students performing above standard.

Looking Ahead:
Next year, the eighth-grade team will continue building on interdisciplinary units and cross-subject collaboration by strengthening both horizontal and vertical alignment. Teachers plan to design more integrated learning experiences that promote deeper understanding and real-world application of skills aligned to eighth-grade Common Core standards, with an emphasis on critical thinking, active listening, comprehension, and high school readiness. The team will also refine systems of support for all learners by expanding structured enrichment opportunities for advanced students while continuing targeted support for students who need additional intervention through differentiated instruction, small-group support, and ongoing progress monitoring. Continued attention to consistent behavior expectations and collaboration time will help strengthen classroom climate, protect instructional time, and support a smoother transition to high school.

HIGH SCHOOL INSTRUCTIONAL PROGRAM

MATH DEPARTMENT
Highlights:
This year, the Math Department continued to strengthen instructional practices through professional learning, collaboration, and data-informed planning. A major highlight was the department's continued work with Ensemble Learning, which included demonstration lessons, whole-group professional development, classroom walkthroughs, and a focus on language acquisition in the mathematics classroom. This work supported teachers in developing strategies for differentiation, questioning, academic discourse, and student engagement.

The department also engaged in a shared professional reading of The Five Practices for Orchestrating Productive Mathematics Discussions during department meetings. This work helped teachers continue developing strategies for monitoring student work, providing meaningful feedback, and using questioning to make student thinking visible. In addition, the department conducted data dives after interim assessments and grading periods, allowing teachers to identify student needs, monitor progress, and make instructional adjustments. The department also continued to build a positive professional culture through birthday lunches, end-of-year gatherings, and opportunities for collegial connection.

Challenges:
A continued area of growth is identifying and implementing best practices that support increased achievement for student subgroups on state assessments. The department also continued to navigate the challenge of balancing department-specific needs with broader schoolwide initiatives. In addition, teachers have diverse pedagogical needs, which requires professional learning that is differentiated, relevant, and responsive to varying levels of experience and content-area focus. Continuing to deepen teachers' understanding of student engagement, particularly through the strategies introduced by Ensemble Learning, remains an important area for growth.

Looking Ahead:
Next year, the Math Department will continue its focus on professional learning, data-informed instruction, and effective classroom practice. The department plans to continue book studies and deepen its use of data to better inform lesson design, intervention, and instructional decision-making. Teachers will also continue developing shared best practices across courses and grade levels, with particular attention to language acquisition, differentiation, questioning, and student discourse in mathematics. These efforts will support continued growth in student engagement, achievement, and equitable access to rigorous mathematical learning.

SCIENCE DEPARTMENT
Highlights:
This year, the Science Department continued implementing the Understanding by Design framework through horizontal collaboration within content areas and preliminary vertical alignment discussions, including connections with TK–8 science instruction. The department also revised its Science IAB preparation timeline by piloting a common instructional day across science classes to promote a positive testing culture and strengthen alignment with the three-course model. Faculty continued using the DIGA protocol to analyze and interpret student assessment results, reflect on student engagement, and identify instructional next steps. This work contributed to the department's implementation of the RAE learning strategy to support students with science comprehension, analysis, and interpretation. Teachers also continued collaborating on lesson sequences to identify strong instructional practices and increase student engagement.

The department experienced several programmatic successes. AP Science enrollment continued to increase, resulting in the addition of AP Physics 1 sections. The Environmental Science pathway, connected to CTE and Forestry and Natural Resources, had its first 25 completer students in the 2026 graduating class. The Biotechnology pathway also continued to grow and will move into the dual enrollment phase in 2026–2027, with Pierce College faculty teaching Biotechnology 002 on site. In addition, the department expanded Vernier probeware integration in AP and IB science courses to support required laboratories and student-based research. The KidWind project expanded to all CP Physics courses, and additional training by Biology faculty supported broader implementation of biotechnology labs through Amgen resources.

Challenges:
A continued area of need is access to laboratory equipment, particularly for the Biotechnology pathway and related courses. Additional training for new science faculty, along with refresher training for returning faculty, would help ensure teachers feel prepared to implement laboratory activities using newer probeware and biotechnology tools. The department also identified the need for additional support for AP Science students in courses that do not include a separate lab section, especially as increased enrollment has raised the student-to-teacher ratio in AP Science classes.

Another challenge is the complexity of co-rostered science courses that include multiple grade levels, such as CP and Honors Biology sections with students from grades 9 through 12. These course structures can make it more difficult to address developmental needs, support ninth-grade transition, and differentiate instruction effectively. The department also identified a continued need for built-in common planning time within the professional development calendar to support discussion, development, and analysis of science instruction.

Looking Ahead:
Next year, the Science Department will continue strengthening horizontal alignment of common assessments connected to NGSS crosscutting concepts and science and engineering practices, while also deepening vertical alignment within the sciences and across the TK–12 program. The department will also continue refining UbD-aligned unit planning, assessment practices, and data-informed instructional strategies.

Moving forward, the department would like to reduce co-rostering of different levels of the same course, particularly in Biology, in order to better address developmental readiness and ease the transition for ninth-grade students. The department also plans to pursue grants and partnership funding to purchase needed laboratory equipment and support fieldwork opportunities. Additional priorities include expanding peer-led professional development so faculty can share instructional strategies, incorporate alternative approaches to student engagement, and promote scientific discourse across courses.

COMPUTER SCIENCE DEPARTMENT
Highlights:
This year, the Computer Science Department continued to expand both access and rigor across its programs. A major highlight was the successful launch of AP Cybersecurity, which strengthened the department's pathway offerings and provided students with advanced learning connected to network security and emerging technology fields. The department also continued expanding access to AP Computer Science Principles, making it available to all students, including underclassmen, so students can build foundational computer science skills earlier in their academic experience.

The department is also seeing a steady increase in female student enrollment in computer science courses, reflecting continued progress toward broadening participation and increasing equitable access. With the majority of course offerings at the AP and HL levels, students continue to have access to rigorous, college-level learning opportunities. In addition, teachers began integrating artificial intelligence concepts and tools into classroom instruction to help students better understand emerging technologies and their real-world applications.

Challenges:
As student interest in computer science continues to grow, staffing and capacity remain areas of concern. Increased demand for computer science courses requires additional trained teachers, resources, and ongoing professional development, particularly as the department expands into advanced and emerging fields such as cybersecurity and artificial intelligence. Ensuring that all instructors are prepared to teach these topics effectively will require continued support.

The department also recognizes that integrating artificial intelligence into classroom instruction presents both opportunities and challenges. Clear guidance is needed around ethical use, academic integrity, authenticity of student work, and effective instructional practice. As AI tools become more common, the department will need to help students use these technologies responsibly while continuing to value original thinking, problem-solving, and personal growth.

Looking Ahead:
Next year, the Computer Science Department plans to introduce an Artificial Intelligence and Machine Learning course to align with emerging industry trends and student interest. The department also aims to expand student learning in artificial intelligence by moving beyond basic tool use toward deeper understanding and creation. Students will have opportunities to learn how AI tools work, build simple AI models, and apply them to real-world problems.

The department will continue integrating AI-focused projects across courses, encouraging students to use AI as a tool for creativity, problem-solving, and innovation. At the same time, teachers will emphasize academic integrity, ethical use, and responsible technology practices. Moving forward, the department's goal is to maintain a balanced approach that prepares students for the future while continuing to increase equitable access to high-quality computer science education for all students.

SOCIAL SCIENCE DEPARTMENT
Highlights:
This year, the Social Science Department made significant progress in strengthening curriculum alignment through scope-and-sequence

work using the Understanding by Design framework. Teachers mapped unit plans for every course, including pacing, essential standards, essential questions, and core concepts. The department also identified three essential skills that all students will develop over the course of three years of social studies instruction and began determining how those skills will be taught and reinforced at each grade level. This work supported greater coherence across courses and helped establish clearer expectations for student learning over time.

The department also continued to expand course offerings and provide students with opportunities to engage with history and social science through multiple perspectives. New and developing courses, such as AP African American Studies and U.S. History courses taught through specific lenses, reflect the department's commitment to relevant, rigorous, and inclusive learning experiences.

Challenges:
A continued challenge this year was building consensus around scope and sequence across courses and grade levels. While the department made meaningful progress, the work required significant collaboration and shared decision-making. Teachers also identified the need for additional time for meaningful content-specific collaboration, particularly to refine units, align instructional practices, and ensure consistency across course teams.

Looking Ahead:
Next year, the Social Science Department will continue its work on scope and sequence development and UbD-aligned unit planning. The department will also prioritize more structured time for content-specific collaboration so teachers can refine pacing, strengthen alignment around essential standards and skills, and continue building coherent learning experiences across the social science pathway. These efforts will support stronger instructional consistency, deeper student engagement, and continued development of students' historical thinking, analytical writing, and civic reasoning skills.

PHYSICAL EDUCATION DEPARTMENT
Highlights:
This year, the Physical Education Department continued to enhance student engagement and program quality through real-world fitness experiences and inclusive programming. The department continued offering four- and eight-mile hiking field trips, which provided students with opportunities to build fitness, teamwork, and resilience outside the traditional classroom setting. These experiences also supported students in prioritizing personal and community well-being while practicing healthy living.

Student performance improved on the Physical Fitness Test, particularly among iGranada and band students. The department also included iGranada seventh-grade students in Physical Education programming for the first time this year, reflecting the department's continued commitment to expanding access and supporting students across programs.

Challenges:
A continued area of need is improving the safety and condition of Physical Education facilities, particularly the stadium and blacktop areas. As the department continues to serve students across programs and provide active learning experiences, safe and well-maintained spaces remain essential to supporting student participation, engagement, and wellness.

Looking Ahead:
Next year, the Physical Education Department will continue strengthening student engagement through fitness experiences that promote

health, teamwork, resilience, and well-being. The department will also continue monitoring Physical Fitness Test performance and supporting inclusive access for students across GHC programs. Improving facility safety, especially in the stadium and blacktop areas, will remain a priority to ensure students can participate in Physical Education activities in a safe and supportive environment.

VAPA
Highlights:
This year, the VAPA Department continued to expand access and opportunities for students across the visual and performing arts. The department expanded Advanced Ceramics offerings, allowing approximately 50 additional students to enroll in the course. The department also expanded the video production program through additional Broadcasting offerings and launched the GHCTV show In Case You Missed It, providing students with more authentic opportunities to develop production, communication, and media skills. In addition, three instructional aides were hired to directly support student learning across VAPA classrooms.

Students continued to demonstrate excellence in performances, competitions, and artistic showcases. Choir, Jazz Ensembles, Orchestra, Concert Band, and Marching Band competed at the local and regional levels and earned highest honors. Music Technology students submitted work to the SoCal Beat Battle for the first time and received highest recognition from the organizers. Two visual arts students were also recognized by the California Art Education Association for their ceramic artwork, reflecting the strength of the department's visual arts pathway and student creativity.

Challenges:
A continued challenge for the VAPA Department is limited facilities. While student interest in VAPA courses continues to grow and the department would like to expand program offerings, available space limits the department's ability to fully meet student demand. Performing arts programs also experienced budgetary limitations this year, which required the department to revise its fundraising plans for the coming years. These constraints highlight the need for continued planning around facilities, resources, and sustainable program growth.

Looking Ahead:
Next year, the VAPA Department will continue exploring the development of a full four-year 3D art pathway for visual arts students. The department will also continue identifying creative ways to manage limited facilities while still expanding student access to high-quality arts programming. In addition, the department is exploring the possibility of growing the Mariachi club into a full performing arts program. These next steps will support continued program growth, student access, and the development of strong visual and performing arts pathways across GHC.
ACADEMIC PROGRAMS

ENGLISH LEARNER DEVELOPMENT (ELD)
GHC continued to strengthen its English Language Development program through expanded professional learning, improved data systems, and more coherent curriculum implementation across grade spans. This year, GHC expanded its partnership with Ensemble Learning by offering integrated ELD workshop series to the full TK–8 staff and the entire high school math department. This expansion supported greater consistency in integrated ELD practices across TK–8 and allowed the high school to focus on content-specific strategies in mathematics. The work also aligned with broader instructional priorities, including structured student discourse, targeted checks for understanding, and increased access to rigorous content for multilingual learners.

The ELD program also launched Ellevation, a data platform designed to centralize English Learner and RFEP information, improve data-sharing with teachers, and support more timely teacher feedback and monitoring. This system strengthened the school's ability to track student progress, monitor RFEP students, and provide teachers with more accessible information to support instructional planning and intervention.

In designated ELD, the department streamlined the TK–8 scope and sequence to better meet the specific needs of GHC students and adopted the E.L. Achieve curriculum for secondary newcomer students. This was an important improvement because teachers previously adapted elementary materials for beginning proficiency students at the secondary level. The new curriculum provides age-appropriate language development units for newcomer students and will continue to serve as a valuable resource as additional units become available.

Student outcome data reflects continued progress. GHC maintained a Green performance level on the English Learner Progress Indicator, with the percentage of English Learners making progress toward English language proficiency increasing by 9.1 percentage points. The 2025–2026 school year also resulted in a record number of reclassified students, with 31 students reclassified. At the same time, the program will continue to monitor ELA academic indicators for English Learners and Long-Term English Learners, even as ELPI and math progress reflect positive momentum. Moving forward, the ELD program will focus on strengthening integrated ELD implementation, refining progress-monitoring systems, and expanding targeted supports that help multilingual learners build academic language, access grade-level content, and meet reclassification criteria.

GLOBAL BUSINESS AND FINANCE (GBF)
The Global Business and Finance Program made meaningful progress this year in strengthening program identity, student engagement, and a sense of community among GBF students. Students participated in several work-based learning and career-connected experiences, including running program booths at Back to School Night and Open House, attending the VICA Business Forecast Conference, visiting the Port of Los Angeles to learn about history and international trade, and attending CSUN's Bull Ring Business Pitch Competition. These experiences helped students connect classroom learning to real-world business, entrepreneurship, trade, and finance contexts.
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.

The program also experienced growing student interest, with the Counseling Office reporting increased interest in GBF for the upcoming school year. This reflects the program's continued potential to serve as a pathway for students interested in business, finance, entrepreneurship, leadership, and global commerce.
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

A challenge this year was the limited ability to cluster specific core academic courses as GBF-designated courses and provide differentiated, interdisciplinary curriculum across the program. In previous years, GBF students had designated core courses in English, mathematics, history, and science that allowed for stronger interdisciplinary alignment with business-related themes. In collaboration with the Counseling Office and Department Chairs, the program is planning to make core courses more GBF-specific next year and to strengthen alignment between academic coursework and business curriculum.

Looking ahead, GBF will continue to expand work-based learning opportunities and partnerships. Planned opportunities include a field trip hosted by a new partner, Chick-fil-A, and the development of a mock conference with another DECA chapter, with West Ranch High School and Martin Luther King High School under consideration. These next steps will support the program's continued growth while providing students with more authentic opportunities to apply business concepts, collaborate with peers, and explore future college and career pathways.

iGRANADA (Independent Study)
iGranada continued to expand its program offerings this year by strengthening college and career-connected pathways for students. In partnership with Los Angeles Pierce College, iGranada established an Early College program that provides students with opportunities to earn college credit while completing high school requirements. The program also developed dual enrollment opportunities in Sports Medicine through California State University, Dominguez Hills and Sports Management through California Lutheran University, expanding access to specialized coursework aligned with student interests and postsecondary goals.

iGranada also broadened its grade-level reach by adding a middle school program for students in grades 7 and 8. This expansion reflects the program's continued effort to provide flexible, rigorous learning options for students and families seeking an alternative instructional model within GHC.

A key challenge this year was increasing community awareness of iGranada's expanded Early College and dual enrollment opportunities, particularly among families outside the GHC community. The program also faced a mid-year implementation challenge when Los Angeles Pierce College added a live synchronous instruction requirement for dual enrollment courses. Because these sessions were scheduled in the evening, some students, particularly student-athletes, experienced scheduling conflicts with practices and other commitments.

Looking ahead, iGranada will continue to expand its instructional model and program pathways. In the 2026–2027 school year, the program plans to serve students in grades 4–12, add a Social Media concentration within the Early College program, and continue expanding athletic-focused dual enrollment opportunities. These next steps will support iGranada's goal of providing flexible, engaging, and career-connected learning pathways that meet the needs of a broader range of students.

INTERNATIONAL BACCALAUREATE (IB)
The International Baccalaureate program at GHC continued to strengthen inquiry-based learning, conceptual understanding, service, and college readiness across the Primary Years Programme, Middle Years Programme, and Diploma Programme. This year, staff focused on strengthening vertical and horizontal alignment of state standards and age-appropriate conceptual understandings through Understanding by Design and IB inquiry-based planning. Across grade levels, teachers continued refining units, strengthening essential questions, and creating learning experiences that connect academic standards to real-world issues and student agency.

Primary Years Programme (PYP)
This year, PYP teachers continued using an Understanding by Design approach to refine Units of Inquiry, with a focus on prioritizing essential reading and mathematics standards and strengthening essential questions so that they are more engaging and meaningful for elementary students. Teachers also began vertical alignment work across TK–5 to ensure that essential questions and key concepts build in

rigor, relevance, and developmental appropriateness across grade levels.

Throughout the year, classrooms emphasized real-world connections, and all students participated in the annual Day of Service, putting the IB value of service as action into practice. This work helped students connect classroom learning to their roles within the school, local, and global communities.

A continued area for growth is the need for additional time for vertical alignment, particularly in reading, writing, and mathematics. Grade-level teams also identified the need for more targeted intervention support for students requiring additional assistance in core academic areas. Moving forward, the PYP will focus on strengthening differentiation within unit plans so that Tier 2 interventions within the classroom are more strategic and responsive to student needs. Much of the program's attention next year will also focus on IB program evaluation, as PYP teachers and support staff participate in the self-study process.

Middle Years Programme (MYP)
The MYP continued to expand and deepen implementation across both the TK–8 and high school campuses. This year, the MYP curriculum expanded to include all grade 6 students taking a semester-long Art class for the first time, broadening student access to IB-aligned arts learning. Grade 6 and grade 7 students also began participating in an annual Day of Service and maintaining a Service Journal to help them reflect on the ongoing ways they contribute to their school, local, and global communities.

Grade 8 students engaged for the first time in the IB MYP Community Project, which asks students to identify a need within a community of which they are a part and design a project to help address that need. At the high school, grade 10 students fully engaged in the IB MYP Personal Project, conducting independent inquiry into a personal learning goal of their choice, creating a product related to that learning, and writing a formal report. Student work was presented to the school community during the second annual Personal Project Exhibition, providing students with an opportunity to share their inquiry, process, and learning with a broader audience.

As the MYP spans both the TK–8 and high school campuses, continued communication and collaboration among MYP teachers remains an important area for growth, particularly to strengthen vertical alignment within each subject group. At the TK–8 campus, the program will also continue exploring ways to round out the MYP curriculum to include additional Art and Design opportunities. Next year, the MYP will focus heavily on preparation for the IB evaluation visit, including gathering evidence and reflecting on the school's alignment with IB Standards and Practices.

Diploma Programme (DP)
The IB Diploma Programme continued to provide students with a rigorous, college-ready curriculum that prepares them for success in postsecondary education. In the most recently reported results, 85% of GHC diploma candidates earned the IB diploma, exceeding the global average. Students who completed the Extended Essay had a 100% pass rate, and nearly all students were admitted to two-year or four-year colleges, with several admitted to highly selective institutions.

GHC's Diploma Programme is particularly rigorous because all students in the program are expected to pursue the full diploma, whereas many IB schools allow students to opt out of the full diploma pathway. This expectation underscores the strength and ambition of GHC's program. The program's mean diploma score of 30 remained aligned with the global average, reflecting consistent performance within a demanding academic model.

Moving forward, the Diploma Programme will continue to focus on academic excellence, student support, and alignment with IB expectations. As GHC prepares for the IB evaluation process, DP staff will continue examining program implementation, student outcomes, and opportunities to strengthen vertical and horizontal alignment so that students are well prepared for the demands of the full diploma pathway.

INTERVENTION

The Intervention Program at Granada Hills Charter expanded its impact this year by strengthening a multi-tiered system of supports that includes tutoring, workshops, COST referrals, Academic Success courses, and targeted academic assistance. A key highlight was the increased capacity of Instructional Assistant tutoring, which enabled in-class support in more than eighty classes across both semesters and significantly broadened student access to academic support during the school day.

The Coordination of Services Team (COST) also continued to provide targeted, wrap-around support for students requiring more intensive intervention. This year, eighteen students were referred for individualized support through a collaborative team of stakeholders, reflecting the school's continued commitment to coordinated, data-informed practices.

Academic Success courses provided students with one-on-one teacher support as well as additional tutoring opportunities through Tutor.com. However, the program continues to find that students most in need of academic support do not always consistently utilize available tutoring resources. In response, staff began meeting individually with students who indicated they were either unaware of available tutoring options or unsure how to access them. Moving forward, the program will focus on refining intervention protocols, strengthening student engagement, and improving communication so that students, particularly those most at risk, can more consistently access available supports. This includes additional on-campus support from tutoring partners to increase awareness and use of tutoring resources.

NEW MEDIA ACADEMY (NMA)

The New Media Academy continued to strengthen its focus on interdisciplinary multimedia learning through projects that asked students to combine critical thinking, creativity, and technical media skills. Student work included a range of digital art and media products, including magazines, short films, and documentaries, which will be shared with the broader school community during an Open House showcase.

Students also benefited from real-world learning experiences connected to the media industry. Senior students and Broadcasting students attended a television show taping and participated in a studio tour, providing direct exposure to professional production environments and career pathways in media. While opportunities for additional in-person experiences at art institutions were more limited this year due to budget considerations and construction at local museums, the program continues to prioritize authentic, career-connected learning.

Looking ahead, the New Media Academy will focus on growing program enrollment, expanding media-related real-world learning opportunities, and further developing curriculum that aligns students' creative production skills with industry-relevant experiences.

SCIENCE, TECHNOLOGY, ENGINEERING, and MATHEMATICS (STEM)

The Science, Technology, Engineering, and Mathematics program demonstrated strong outcomes this year in student achievement, program growth, and instructional innovation. Students earned a record 17 Certified SolidWorks Associate (CSWA) certifications in Advanced CAD/Robotics, reflecting both technical skill development and career-connected learning. STEM students and teams also achieved notable success in design and robotics competitions, including recognition in the Cooper Hewitt Design Competition. Robotics teams earned multiple tournament wins, with the FRC team qualifying for state and world championships and the VEX team advancing to state championships. The number of students earning a certification for CSWA increased rose from 17 to 21. Twenty-four students earned their VEX V5 c++ programming certification

The program also expanded its curricular offerings and continued to emphasize rigorous STEM pathways. New and developing opportunities include the launch of AP Cybersecurity and the approval of additional advanced courses in Networking and Artificial Intelligence/Machine Learning. The program continues to offer many courses at the AP or honors level while also broadening access through the expansion of AP Computer Science Principles, particularly for underclassmen. Across the TK–12 continuum, GHC provides a comprehensive STEM pathway that includes mathematics, engineering, life sciences, computer science, robotics, and interdisciplinary coursework. Current offerings include Algebra, Geometry, computer science pathways, Engineering and Robotics, Biology, Chemistry, Human Body Systems, English 9 STEM, and Design Craft within VAPA, which connects STEM concepts with literacy and the arts.

Hands-on, applied learning remained central to the program. In Project Lead the Way Human Body Systems, students completed biotechnology labs examining hormone effects on organisms, modeling the impact of medicines on viruses, and conducting DNA gel electrophoresis, supplemented by virtual lab experiences. Teachers also began integrating emerging technologies, including artificial intelligence concepts and tools, to support instruction, student feedback, language development, and differentiated learning.

Student engagement and access to STEM pathways increased this year, reflected in overall enrollment growth and a notable rise in female participation. Looking ahead, the program will focus on refining course sequencing to better align introductory, concentrator, and capstone experiences; maintaining high-impact courses such as Advanced CAD/Robotics; and developing a comprehensive program document that articulates the STEM vision, staffing needs, course offerings, and TK–12 alignment. Additional priorities include establishing clear guidelines and professional development for the ethical and effective use of artificial intelligence, expanding interdisciplinary opportunities, strengthening communication and recruitment efforts for families, and continuing to explore greater integration of VAPA instruction and curriculum in support of a more cohesive STEAM pathway.

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 2025–2026 school year, students participated in the LCAP development process through formal advisory committees, student leadership structures, surveys, and schoolwide feedback opportunities. Student representatives served on the School Site Council/LCAP Advisory, where members reviewed LCAP goals, student outcome data, assessment results, school safety updates, Possip feedback, School Climate Survey implementation, and the LCAP development timeline. Students also participated in the Student Services Committee, which reviewed student-centered topics related to school activities, athletics, extracurricular access, communication, student voice, and school belonging. Through this committee, students brought forward feedback and proposals connected to school spirit, club participation, student performances, and access to schoolwide announcements. Student voice was also included through other school structures. Student representatives participated in standing committees such as Curriculum and Instruction and Operations, where topics included assessment schedules, course proposals, academic policies, testing schedules, and operational issues that affect the student experience. ASB and other student leaders provided updates through PTSA and Governing Board meetings, highlighting student activities, leadership opportunities, school events, athletics, service, and student recognition.

Educational Partner(s)	Process for Engagement
	Additional student input was gathered through the Spring 2026 School Climate Survey, which included responses from both high school and TK–8 students. The survey provided feedback on academic support, quality of instruction, student engagement, school safety, fairness of rules and discipline, peer relationships, belonging, wellness, and opportunities for student voice. Student feedback identified strengths such as access to academic help, supportive teachers, school safety, extracurricular opportunities, and school connectedness, while also identifying areas for continued improvement, including student engagement, workload and stress, peer respect, discipline fairness, lunch/recess experiences, and opportunities for students to be heard. This feedback informed the refinement of actions and metrics in the 2026–27 LCAP related to academic achievement, student engagement, school climate, wellness, communication, and belonging.
Parents	During the 2025–2026 school year, parents and families from both the TK–8 and high school programs were engaged through multiple structures that informed the development of the LCAP. Parent representatives served on the School Site Council/LCAP Advisory, which met regularly to review LCAP goals, student outcome data, assessment results, California School Dashboard data, school safety updates, Possip feedback, School Climate Survey implementation, and the LCAP development timeline. Parents of students identified as English Learners also participated through the English Learner Advisory Committee, where they reviewed and provided input on programs and supports connected to English language development, academic achievement, reclassification, and inclusive access to schoolwide opportunities. Additional family engagement occurred through the TK–8 and high school PTSAs, which provided recurring forums for school updates, family questions, volunteer opportunities, student leadership and activity updates, fundraising, staff appreciation, school safety discussions, and school-community partnership. At the TK–8 program, PTSA Association meetings were held throughout the year and included administrative updates on construction, drop-off and pick-up safety, testing windows, enrichment programs, Open House,

Educational Partner(s)	Process for Engagement
	PYP and grade 8 events, and school operations. Families also participated in PTSA leadership, committee work, elections, budget review, event planning, and volunteer coordination. The TK–8 PTSA supported school climate, student engagement, and family-school relationships through activities such as the New Student Meet and Greet, Ice Cream Social, Fall Festival, Glow Jam, Read-A-Thon, Reflections, Spring STEAM Festival, Teacher Appreciation Week, hospitality events, and culmination-related supports. PTSA also connected family fundraising and volunteerism to student outcomes by supporting classroom needs through the “Clear the List” initiative, funding student activities and enrichment, supporting staff appreciation, and maintaining strong participation through membership growth, volunteer hours, and community events. These efforts helped strengthen family belonging, student connectedness, and school-community partnership. Families also received weekly TK–8 and high school newsletters that communicated academic supports, assessment schedules, student wellness resources, parent workshops, school safety reminders, PTSA opportunities, college and career events, community resources, and opportunities to provide feedback. These newsletters helped families stay informed about school priorities and connected families to events, supports, surveys, and engagement opportunities throughout the year. Parent feedback was gathered through the Spring 2026 School Climate Survey and ongoing Possip Pulse Checks. The School Climate Survey provided input on family perceptions of academic preparation, school safety, communication, discipline, belonging, and whether family suggestions are welcomed. Possip Pulse Checks provided frequent, timely feedback from families by grade level and program, including praise for teachers and staff as well as input on communication, grading transparency, academic support, college and career guidance, wellness, attendance, operations, lunch, traffic, facilities, and school climate. Across these engagement structures, parent and family feedback informed refinements to LCAP actions and strategies related to academic achievement, student

Educational Partner(s)	Process for Engagement
	engagement, school climate, communication, safety, wellness, college and career readiness, family partnership, and equitable access to school supports.
Staff	During the 2025–2026 school year, staff representatives from both the TK–8 and high school programs participated in the LCAP development process through the School Site Council/LCAP Advisory and multiple standing committees. The SSC/LCAP Advisory included staff, teacher, and administrative representation and met regularly to review LCAP goals, student outcome data, assessment results, California School Dashboard data, counseling and wellness supports, school safety updates, Possip feedback, School Climate Survey implementation, and the LCAP development timeline. Staff also engaged through standing committee meetings that addressed LCAP-aligned areas of instruction, operations, student services, assessment, communication, facilities, and school climate. The Curriculum and Instruction Committee reviewed instructional programs, assessment systems, course proposals, academic policies, math placement, dual enrollment, grading/reporting practices, and AI academic integrity expectations. The Operations Committee reviewed testing schedules, instructional minutes, academic calendar planning, facilities conditions, construction-related updates, and operational issues affecting the learning environment. The Student Services Committee reviewed student activities, athletics, extracurricular access, student voice, communication systems, and opportunities to expand student engagement and belonging. Additional staff input was gathered through the Spring 2026 School Climate Survey, which included responses from high school teachers, TK–8 teachers, high school staff, and TK–8 staff. Survey feedback showed that staff generally affirmed GHC’s academic expectations, student support systems, and overall school safety, while also identifying areas for continued improvement, including administrative communication, opportunities for staff input, professional learning, feeling valued, and consistency in schoolwide systems. This feedback informed LCAP planning related to professional learning, staff communication, school climate, instructional support, student

Educational Partner(s)	Process for Engagement
	engagement, safety, and the implementation of schoolwide programs and services.
Teachers	During the 2025–2026 school year, teacher representatives from both the TK–8 and high school programs participated in the LCAP development process through the School Site Council/LCAP Advisory and multiple standing committees. The SSC/LCAP Advisory met regularly to review LCAP goals, student outcome data, interim and summative assessment results, California School Dashboard data, counseling and wellness supports, school safety updates, Possip feedback, School Climate Survey implementation, and the LCAP development timeline. Teachers also participated in standing committee meetings focused on curriculum, instruction, operations, and student services. Through the Curriculum and Instruction Committee, teachers reviewed instructional programs, course proposals, academic policies, NWEA testing plans, math placement, dual enrollment, grading and reporting practices, and AI academic integrity expectations. Through the Operations Committee, teachers provided input on testing schedules, instructional minutes, academic calendar planning, facilities concerns, and operational decisions affecting teaching and learning. Through the Student Services Committee, teachers reviewed student activities, athletics, extracurricular access, student voice, and communication systems designed to strengthen school engagement and belonging. Teacher feedback was also gathered through the Spring 2026 School Climate Survey. Teachers from both the TK–8 and high school programs provided input on academic expectations, instructional resources, professional learning, school safety, discipline, staff relationships, administrative communication, opportunities for input, and whether teachers feel valued. Survey results showed that teachers generally affirmed GHC's high academic expectations, commitment to student success, and safe learning environment, while also identifying areas for continued improvement, including the relevance and usefulness of school-led professional development, consistency in discipline practices, communication, and opportunities for teacher voice in school decision-making.

Educational Partner(s)	Process for Engagement
	This input informed LCAP planning related to instructional support, professional learning, curriculum alignment, student engagement, school climate, communication systems, and teacher involvement in site-level decision-making.
Administration	During the 2025–2026 school year, administrators from both the TK–8 and high school programs participated in the LCAP development process through the School Site Council/LCAP Advisory, Governing Board updates, standing committee meetings, PTSA meetings, schoolwide surveys, and ongoing internal planning processes. Administrators helped present and review LCAP goals, student outcome data, California School Dashboard results, interim and summative assessment data, counseling and wellness supports, school safety procedures, Possip feedback, School Climate Survey implementation, and the LCAP development timeline. Administrators also participated in and supported standing committee meetings focused on curriculum and instruction, operations, and student services. Through these committees, administrators reviewed and responded to educational partner input related to course proposals, academic policies, assessment schedules, instructional minutes, dual enrollment, math placement, grading and reporting practices, AI academic integrity expectations, facilities concerns, student activities, athletics, communication systems, and school safety. These meetings provided administrators with regular opportunities to hear feedback from teachers, staff, students, and other educational partners and to consider how that feedback should inform schoolwide planning. Administrative engagement also occurred through regular communication with families and community partners. Administrators provided updates through TK–8 and high school newsletters, PTSA meetings, Governing Board meetings, and SSC/LCAP Advisory meetings. These updates addressed academic programs, assessment windows, attendance, safety, student wellness, college and career readiness, school operations, construction impacts, parent workshops, and opportunities for family feedback. Administrators also

Educational Partner(s)	Process for Engagement
	reviewed input from Possip Pulse Checks and the Spring 2026 School Climate Survey to identify strengths and areas for continued improvement across both campuses. Administrative feedback and analysis played a key role in refining LCAP actions related to academic achievement, student engagement, school climate, professional learning, school safety, family communication, wellness, college and career readiness, and operational systems. This process helped ensure that the 2026–2027 LCAP was informed by student needs, staff capacity, family input, student voice, schoolwide data, and the implementation realities of both the TK–8 and high school programs.

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

Consultations with educational partners during the 2025–2026 school year directly influenced the development and refinement of the adopted LCAP. GHC gathered input through the SSC/LCAP Advisory, ELAC, Governing Board meetings, PTSA meetings, standing committees, school newsletters, the Spring 2026 School Climate Survey, and ongoing Possip Pulse Checks. These engagement structures provided multiple opportunities for students, families, teachers, staff, and administrators to review schoolwide data, identify needs, provide feedback, and connect their input to LCAP goals and actions.

The adopted LCAP was influenced by several consistent themes across educational partner groups: the need to maintain strong academic programs while increasing student engagement; expand academic interventions and tutoring; strengthen college and career readiness; improve clarity and consistency in communication; support student wellness and belonging; continue refining safety and discipline practices; increase family and student voice; and strengthen staff input, professional learning, and implementation support.

The SSC/LCAP Advisory served as a central forum for reviewing LCAP goals, assessment data, California School Dashboard results, Possip feedback, School Climate Survey implementation, school safety, counseling and wellness supports, and the LCAP development timeline. The April SSC/LCAP Advisory presentation specifically identified the School Climate Survey, Possip surveys, PTSA meetings, standing committee meetings, and other committee structures as data sources for the Engaging Educational Partners section of the LCAP.

Key Trends Identified Through Educational Partner Engagement
Students

Academic support and quality instruction: Students reported that GHC provides a strong academic program and access to teacher support. In the Spring 2026 School Climate Survey, high school students rated Academic Needs at 85% favorable, and TK–8 students rated Academic Needs at 79% favorable. Students also reported high levels of agreement that teachers provide opportunities for classroom discussion and activities and that they are receiving a quality education.

Student engagement and relevance: Students identified engagement as an area for continued growth. High school and TK–8 students rated interest in what they are learning lower than other academic indicators, and high school students also rated confidence and eagerness to participate lower than overall academic quality. This feedback influenced the LCAP's continued focus on engaging instruction, student participation, relevant learning experiences, and expanded opportunities for student voice.

Belonging, peer respect, and school climate: Students generally reported positive belonging and connectedness, but peer respect emerged as an area for continued improvement. High school students rated Student Relationships at 79% favorable, while TK–8 students rated Student Relationships at 82% favorable; however, both groups rated "students treat each other with respect" lower than other belonging indicators. This informed continued LCAP attention to school climate, SEL, student leadership, peer relationships, and inclusive school culture.

Fairness of rules and discipline: Students reported feeling safe overall, but feedback indicated concerns about whether school rules are fair and whether students are treated fairly when rules are broken. This feedback influenced continued LCAP emphasis on school safety, discipline consistency, student communication, restorative supports, and transparent expectations.

Student activities and voice: Student representatives participated in SSC/LCAP Advisory, Student Services, PTSA, Governing Board, Curriculum and Instruction, and Operations discussions. Student Services Committee feedback influenced student-centered discussions related to club performances, student voice, school spirit, access to announcements, and expanded athletics, including the approval of Girls' Flag Football.

Parents and Families

Communication and transparency: Families generally valued GHC's communication systems but repeatedly requested clearer, more centralized, and more timely information. Possip feedback across grade levels identified communication about grades, deadlines, senior events, school policies, construction, attendance, school calendars, and feedback follow-up as recurring needs. This influenced the LCAP's continued emphasis on family communication, newsletters, survey feedback loops, and access to school information.

Academic progress and grading: Families requested more timely grade updates, clearer assignment information, and more consistent use of platforms such as Canvas, HAC, Toddle, and other tools. This feedback influenced continued LCAP attention to progress monitoring, grading transparency, parent access to academic information, and communication between teachers and families.

Academic support and tutoring: Families consistently valued tutoring and intervention opportunities, including AHA tutoring, Tutor.com, ELD tutoring, math tutoring, IB tutoring, and academic mentoring. They also requested more proactive support for students who are struggling, especially in math and advanced coursework. This feedback supported continued LCAP actions related to academic intervention, targeted supports, and access to tutoring.

College and career readiness: High school families, especially grades 10–12, requested more guidance related to course selection, college applications, dual enrollment, scholarships, career pathways, financial aid, senior-year timelines, and postsecondary planning. This influenced the LCAP's continued focus on counseling, college and career readiness, CTE, dual enrollment, AP/IB access, and family-facing college/career communication.

School climate, safety, and daily operations: Families generally expressed positive views of school safety, while also identifying operational concerns such as traffic, parking, carline, lunch lines, recess, shade, outdoor space, construction impacts, and attendance communication. TK–8 Possip and newsletter feedback especially emphasized arrival/dismissal, play space, shade, cafeteria routines, and enrichment access. This feedback influenced continued LCAP attention to safe facilities, family communication, operations, wellness, and school climate.

Family engagement and participation: Families engaged through PTSA meetings, events, volunteer opportunities, fundraisers, Open House, parent workshops, School Climate Surveys, Possip Pulse Checks, and newsletters. PTSA engagement supported student activities, safety programs, staff appreciation, student recognition, arts programming, Grad Nite, and school-community connection.

Teachers and Staff

Professional learning: Teacher and staff survey results showed strong support for GHC's academic expectations, but lower ratings for professional learning, especially school-led professional development. High school teachers rated Professional Learning at 64% favorable, while TK–8 teachers rated Professional Learning at 53% favorable. This feedback influenced the LCAP's continued focus on improving the relevance, coherence, and usefulness of professional learning.

Staff voice and decision-making: Teachers and staff identified opportunities for input as an area for improvement. High school teachers rated opportunities to provide feedback and input on school decisions at 38% favorable, while TK–8 teachers rated this area at 26% favorable. Staff survey results showed similar concerns related to communication and input. This feedback influenced the LCAP's continued emphasis on standing committees, advisory structures, staff communication, and shared implementation planning.

Communication and clarity of initiatives: Teachers and staff requested clearer communication regarding schoolwide initiatives, policies, expectations, and decision-making processes. This feedback influenced continued LCAP attention to internal communication, implementation clarity, professional collaboration, and structures for staff feedback.

Discipline and student behavior systems: Teachers and staff generally reported that GHC is safe, but survey feedback showed lower ratings related to discipline fairness and the effective handling of student behavioral concerns. This input influenced continued LCAP actions related to school safety, behavior systems, discipline consistency, supervision, student support, and school climate.

Instructional resources and implementation support: Teachers affirmed GHC's high academic expectations and commitment to student success, while also identifying the need for sufficient resources, aligned professional learning, and consistent implementation support. This feedback informed LCAP actions related to curriculum, instructional support, assessment systems, technology, and professional development.

LCAP Aligned to Data Trends and Identified Needs
Academic Performance

Positive trends: Educational partners consistently identified GHC's academic program as a strength. Families rated academic needs at 84% favorable, high school students rated academic needs at 85% favorable, TK–8 students rated academic needs at 79% favorable, high school teachers and TK–8 teachers each rated academic needs at 86% favorable, and staff rated academic needs above 90% favorable.

Areas of growth: Educational partner feedback pointed to the need for continued focus on student engagement, math support, instructional consistency, grading transparency, progress monitoring, academic intervention, and alignment between internal assessments and state accountability measures. These themes influenced continued LCAP actions related to assessments, tutoring, intervention, curriculum alignment, professional learning, and academic supports for student groups.

Academic Engagement

Positive trends: Students and families identified clubs, athletics, performing arts, student leadership, school events, dual enrollment, AP/IB opportunities, CTE pathways, counseling supports, and enrichment as important strengths. Student Services Committee input also supported expanding athletic opportunities through Girls' Flag Football, and newsletters promoted student activities, workshops, tutoring, enrichment, college/career supports, and family participation.

Areas of growth: Educational partners identified the need to continue strengthening student participation, student voice, workload balance, wellness supports, college/career guidance, attendance communication, expanded enrichment, after-school care, tutoring, and student connection. These themes influenced LCAP actions related to academic engagement, counseling, wellness, college/career readiness, student activities, and expanded learning opportunities.

Conditions, Climate, and Safety

Positive trends: Students, families, teachers, and staff generally reported that GHC is a safe school environment. Families rated School Safety at 86% favorable, high school students reported feeling safe and comfortable attending GHC at 88% favorable, and TK–8 students reported feeling safe at 92% favorable.

Areas of growth: Feedback identified continued needs related to discipline fairness, peer respect, bullying prevention, behavior systems, schoolwide communication, staff voice, family feedback loops, carline and traffic safety, facilities, lunch/recess routines, and student wellness. These themes influenced continued LCAP actions related to school climate, safety, SEL, wellness, discipline practices, family communication, facilities, and educational partner engagement.

Through this feedback loop, GHC ensured that educational partner voice was integrated into the development of the adopted LCAP. The resulting plan continues to reflect the priorities identified by students, families, teachers, staff, and administrators: strong academics, meaningful engagement, student wellness, safe and inclusive schools, clearer communication, expanded student opportunities, and more responsive systems for continuous improvement.

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 descrease 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.	73.3 points above standard for all students	75 points above standard for all students.	The difference between Year 2 Outcome and Baseline is +4.8 points.
1.2	Mathematics (State Indicator)	10.1 points above standard for all students.	15.9 points above standard for all students.	25.4 points above standard for all students	20 points above standard for all students.	The difference between Year 2 Outcome and Baseline is +15.3 points.
1.3	English Learner Proficiency (State Indicator)	49% of students identified as English Learners are making progress towards English lanugage proficiency.	54.7% of students identified as English Learners are making progress towards English language proficiency.	63.8% 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 lanugage proficiency.	The difference between Year 2 Outcome and Baseline is +14.8%
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.	76.5% of all students are prepared for college/career.	75% of all students are prepared for college/career.	The difference between Year 2 Outcome and Baseline is +6.8%.
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: 3.4/5 Instructional Materials: 3.7/5 Policy & Program Support: 3.5/5 Implementation of Standards: 3.8/5 Engagement of School Leadership: 3.1/5	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 2 Outcome and Baseline for each domain is: Professional Development: -.4 Instructional Materials: -.5 Policy & Program Support: -.3 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: -.9

Goal Analysis [2025-26]

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.

1.1 Professional Development Focused on Curriculum, Instruction, and Assessments
Implementation of this action was largely consistent with the planned activities and reflected continued progress from initial professional learning toward deeper instructional coherence. During the 2025–2026 school year, GHC continued its multi-year professional learning focus on Understanding by Design (UbD), with an increased emphasis on backwards-designed scope-and-sequence work, vertical and horizontal alignment, assessment-informed planning, and implementation of high-leverage instructional strategies. Opening Professional Learning Days in August 2025 continued the school's partnership with Jay McTighe and associates and supported teachers in using assessment data, department templates, and syllabus-planning tools to prioritize essential standards, refine learning goals, and strengthen alignment between instruction, assessment, and student outcomes.

A notable success was the way professional learning moved beyond isolated training and became more connected to classroom implementation and instructional monitoring. At the high school, professional learning focused on student engagement, purposeful questioning, student-generated questions, Webb's Depth of Knowledge, and the Question Formulation Technique. This work was reinforced through the Fall 2025 Student Engagement Walkthrough cycle, which expanded participation to 45 non-administrator/non-department chair staff members and reached more than 140 teachers, representing approximately 85% of classrooms. This created a broader shared understanding of effective instruction and provided actionable observation data to inform next steps. At the TK–8 campus, professional learning and PLC structures supported vertical articulation, with teachers identifying essential standards, refining essential questions, and examining how expectations build across grade levels.

GHC also continued to support Canvas/Toddle implementation and instructional technology use as part of this action. The Instruction Office provided ongoing guidance on Canvas workflows, platform updates, and integrated tools such as Turnitin Clarity to support academic integrity and instructional practice. These efforts helped strengthen the use of digital platforms for communication, organization, instruction, and assessment.

Challenges remained in ensuring that professional learning is consistently experienced as relevant, differentiated, and useful across all grade spans and departments. Teacher and staff feedback continued to show lower ratings for school-led professional development, particularly among TK–8 teachers, and educational partner feedback identified the need for clearer communication, stronger staff input, and more consistent implementation support. Moving forward, GHC will continue refining professional learning so that it is more coherent, classroom-based, differentiated by teacher and department needs, and directly connected to student engagement, assessment results, English Learner supports, and improved outcomes for student groups.

1.2 Special Programs Services
Implementation of this action was substantially consistent with the planned activities, with additional refinements made to strengthen targeted academic intervention, specialized instruction, and transition support for students with disabilities. GHC continued to provide services and supports aligned to students' IEPs, including specialized academic instruction, co-taught classes, pull-out resource services, testing services, related services, and individualized accommodations and modifications designed to increase access to grade-level curriculum.

A significant success was the continued expansion of evidence-based literacy intervention. Eight special education teachers completed an intensive eight-month Orton-Gillingham training program, including approximately 60 hours of individual work, and are now certified to provide structured literacy intervention, particularly at the TK–8 level and in the lower grades. This strengthened the school's capacity to provide targeted reading intervention for students with foundational literacy needs.

GHC also expanded Learning Lab services by building three sections into the master schedule. One Learning Lab was offered before school during 0-period, and two sections were offered during the regular instructional day. These Learning Labs were organized by grade level to maintain smaller group sizes and provide more targeted support in ELA, mathematics, specialized instruction aligned to IEP needs, organization, and homework completion. At the high school, GHC also added a 0-period Math Skills course in response to the school's CIM work with the California Department of Education. This course provided additional support for 10th- and 11th-grade students needing reinforcement in foundational math skills and Algebra 2 readiness, with the goal of improving course passage and performance on state assessments.

In addition to academic intervention, the program continued to strengthen transition and life-skills supports. The SDP2 program continued to grow, with staff developing a more comprehensive academic, life skills, and transition program for students not currently pursuing the A–G diploma track. After-school tutoring also continued to evolve through individual and small-group sessions supported by GHC paraprofessionals and IB student tutors, providing additional reading, foundational math, and course-passage support for students across grade spans.

Challenges remain in ensuring that expanded supports translate into stronger outcomes for all students with disabilities. Dashboard data continue to identify Students with Disabilities as an area for attention in mathematics, College/Career readiness, and Graduation Rate. These results reinforce the need to sustain evidence-based intervention, strengthen progress monitoring, continue collaboration between general education and special education staff, and ensure that supports are implemented consistently across grade levels and programs. Overall, the action was implemented as planned, with meaningful additions in structured literacy, Learning Lab services, math intervention, and transition programming, while continued improvement is needed to accelerate academic and postsecondary outcomes for students with disabilities.

1.3 Services for Unduplicated Students
Implementation of this action was substantially consistent with the planned activities, with expanded attention to English Learner supports, progress monitoring, instructional access, and family engagement. GHC continued to provide specialized services and targeted academic support for unduplicated students, including English Learners, low-income students, and foster youth, through designated and integrated

ELD, co-teaching models, counseling supports, bilingual instructional support, academic interventions, tutoring, and progress monitoring using ELPAC, NWEA, and other student outcome data.

A significant success was the continued strengthening of English Learner supports through GHC's partnership with Ensemble Learning. During the 2025–2026 school year, GHC expanded integrated ELD professional learning to the full TK–8 staff and the high school math department, with a focus on structured student discourse, productive struggle, just-in-time checks for understanding, language supports, and increased intellectual engagement for multilingual learners. At TK–8 and the high school, the implementation cycle included walkthroughs, professional learning sessions, demo lessons, coaching, and administrator consultation. This work helped build teacher capacity to support English Learners within core instruction, particularly in mathematics and other language-rich academic settings.

GHC also strengthened systems for monitoring and supporting English Learners. As of October 2025, the school served 170 English Learners across TK–12, a 15% increase from the prior year, including 54 TK–8 students and 116 high school students. Identified subgroups included 30 dually designated students, 48 Long-Term English Learners, and 270 RFEP students within the monitoring window. To support more timely data access and progress monitoring, GHC launched Ellevation, a platform designed to centralize English Learner and RFEP information, improve data-sharing with teachers, and support monitoring of student progress. In designated ELD, the program also streamlined the TK–8 scope and sequence and adopted E.L. Achieve curriculum for secondary newcomer students, providing more age-appropriate language development materials for beginning proficiency students at the high school level.

Student outcome data reflected meaningful progress. GHC's English Learner Progress Indicator increased from 54.7% in 2024 to 63.8% in 2025, exceeding the LCAP goal of 60% and earning a Green performance level. The school also reported a record number of reclassified students, with 31 students reclassified during the 2025–2026 school year. These results suggest that GHC's combination of designated ELD, integrated ELD, coaching, data systems, and targeted supports is contributing to stronger English language development outcomes.

At the same time, challenges remain. While English Learner Progress improved significantly, Dashboard data show that Current English Learners continue to need additional support in English Language Arts and Mathematics. In ELA, English Learners remained below standard, and Current English Learners declined more sharply than the broader student population. In Mathematics, the broader English Learner subgroup improved, but Current English Learners remained a concern, even as Recently Reclassified English Learners showed strong improvement. Long-Term English Learner progress also requires continued monitoring. These results reinforce the need to deepen integrated ELD implementation, strengthen classroom-based language supports, continue coaching and walkthrough cycles, and ensure that progress-monitoring data leads to timely instructional adjustments.

Overall, this action was implemented as planned and strengthened through expanded professional learning, improved data systems, newcomer curriculum, ELAC and family engagement structures, bilingual supports, tutoring, and targeted counseling and academic support. Moving forward, GHC will continue refining services for unduplicated students by improving the consistency of integrated ELD practices across grade spans, strengthening supports for Current English Learners and Long-Term English Learners, and ensuring that low-income students and foster youth continue to have equitable access to academic interventions, A–G support, college and career counseling, and schoolwide learning opportunities.

1.4 Summer School Programming

Implementation of this action was generally consistent with the planned purpose of providing extended learning opportunities for students through credit recovery, academic intervention, extended school year services, and acceleration options. Summer programming remained an important component of GHC's broader learning recovery and college- and career-readiness strategy by giving students additional time and structured support to recover credits, strengthen foundational skills, meet graduation and A–G requirements, and access enrichment or acceleration opportunities.

During the 2025–2026 school year, planning for summer school began during the second semester and included coordination across instructional programs, counseling, special education, and college/career supports. The planned program continued to include credit recovery and intervention options for students needing additional academic support, extended school year services for eligible students with disabilities, and accelerated coursework such as summer math options. These supports aligned to the school's continued focus on reducing barriers to course completion, increasing access to grade-level and college-preparatory coursework, and supporting students who need additional instructional time beyond the regular school year.

A notable area of continued growth was the connection between summer programming and expanded college/career access. In addition to traditional summer school planning, GHC continued developing summer dual enrollment opportunities, including coordination with Los Angeles Pierce College for a summer Counseling 008 course connected to older Summer Transition Academy students. This reflected GHC's effort to use summer learning not only for remediation, but also as a bridge to postsecondary planning, college readiness, and student transition support.

The primary implementation challenge was that summer school planning and final participation data were not yet available at the time of the mid-year report. As a result, the school should continue to strengthen its systems for collecting and reviewing summer enrollment, attendance, course completion, credit recovery, and student outcome data so that the impact of summer programming can be more clearly evaluated in future LCAP cycles. Additional ongoing challenges include staffing, scheduling, student outreach, and ensuring that students most in need of intervention are identified early and participate consistently. Overall, the action was implemented through ongoing planning and coordination, with continued emphasis on using summer programming as a targeted support for learning recovery, acceleration, transition, and college/career readiness.

1.5 CTE - Staff, Materials, and Supplies
Implementation of this action was substantially consistent with the planned activities, with continued expansion and refinement of Career Technical Education pathways, pathway-specific resources, industry-aligned experiences, student certification opportunities, and program review structures. GHC continued to support CTE through LCAP funds supplemented by Perkins and CTEIG funding, with resources used for staffing, materials, equipment, supplies, field trips, professional development, certification materials, and specialized student training.

A major success was the continued use of CTE funds to support pathway implementation across Automotive, Engineering, Film, Business, Forestry and Natural Resources, Theater, Culinary Arts, and Dance. The 2025–2026 CTE Pathway Expenditures tracker documented a $15,000 Perkins allocation per pathway, totaling $120,000, with mid-year expenditures supporting equipment, instructional materials, transportation for work-based learning and field experiences, and student certification costs. By the end of Quarter 2, recorded expenditures included pathway investments in Automotive, Engineering, Film, Business, Forestry, Theater, and Culinary Arts, with Dance funds planned for later in the year. These expenditures reflected intentional alignment between fiscal planning and pathway needs.

GHC also strengthened CTE implementation through a more formal CTE Program Review Cycle. Rather than treating CTE planning only as a compliance activity, the school used expenditure tracking, pathway spreadsheets, advisory input, professional development agendas, and the “12 Elements of a High-Quality CTE Program” to guide continuous improvement. CTE Department professional learning included recurring fiscal check-ins, purchasing and procurement planning, pathway-level decision-making, and grant monitoring. The CTE Advisory Meeting and related stakeholder input also supported alignment to industry expectations, work-based learning, certifications, and leadership development.

Several pathways demonstrated meaningful growth and student engagement. The Automotive program continued to benefit from Perkins and CTEIG investments that modernized the auto shop and supported a more realistic lab environment. The Forestry and Natural Resources pathway expanded through AP Environmental Science/Intermediate Forestry and Natural Resources coursework, field trips, competition participation, industry partnerships, and development of an environmental science and management pathway. The pathway also made progress on student leadership through the launch of Future Farmers of America, helping address the CTSO/leadership component of a high-quality CTE pathway. The Global Business and Finance program strengthened program identity and career-connected learning through student participation in Back to School Night and Open House booths, the VICA Business Forecast Conference, a Port of Los Angeles visit, and CSUN’s Bull Ring Business Pitch Competition. The program also continued planning additional work-based learning opportunities and partnerships.

CTE and STEM-aligned programs also showed strong evidence of student achievement and pathway development. Students earned 21 Certified SolidWorks Associate certifications, and 24 students earned VEX V5 C++ programming certification. Robotics teams and STEM students participated successfully in design and robotics competitions, and the program continued expanding advanced coursework connected to cybersecurity, networking, artificial intelligence/machine learning, robotics, engineering, and computer science. These outcomes demonstrate the connection between CTE investments, technical skill development, and college and career readiness.

Some implementation challenges remained. Pathway development continues to require careful coordination of funding, procurement timelines, equipment needs, staffing, scheduling, and facilities. Some pathways continue to refine CTSO alignment, leadership structures, and industry partnerships. The Forestry pathway identified a continued challenge related to establishing a dual enrollment MOU with Citrus College, and other programs noted the need for stronger course sequencing, more consistent communication and recruitment, and clearer alignment between introductory, concentrator, and capstone experiences. Overall, the action was implemented as planned and strengthened through more intentional fiscal monitoring, advisory structures, pathway review, certification opportunities, and work-based learning experiences. Moving forward, GHC will continue refining CTE pathways so that students have equitable access to coherent, industry-aligned programs that support college, career, and postsecondary readiness.

1.6 Academic Assessments
Implementation of this action was substantially consistent with the planned activities and supported GHC’s continued use of multiple measures to monitor student learning, identify areas of need, and guide instructional planning. GHC continued to provide access to key academic assessments, including NWEA MAP, CAASPP Interim Assessment Blocks and Focused Interim Assessment Blocks, PSAT, ELPAC, CAST, and state summative assessments. These tools supported the school’s broader goal of using internal and external assessment data to monitor progress toward grade-level proficiency, college and career readiness, and improved outcomes for student groups.

During the Fall 2025 interim assessment cycle, NWEA results showed strong overall performance across grade spans. The percentage of students meeting standards in ELA was 84% in TK–5, 78% in middle school, and 81% in high school. In mathematics, 89% of TK–5 students, 80% of middle school students, and 80% of high school students met standards. These internal benchmark results were reviewed alongside state assessment outcomes, including 2025 Dashboard results showing GHC at 73.3 points above standard in English Language Arts and 25.4 points above standard in Mathematics. These results reflected strong overall academic performance and provided teachers and leaders with data to identify areas of strength and areas requiring additional support.

A significant success was the continued development of a more coherent assessment cycle. In November 2025, administration presented the academic assessment plan to the School Site Council/LCAP Advisory, including the use of CAASPP IABs and FIABs to prepare students for spring Smarter Balanced assessments, provide practice with the testing platform and accessibility tools, and generate timely feedback for teachers. The plan included high school IABs/FIABs in November for mathematics, science, and ELA, and grades 3–8 IABs in late January. This helped connect assessment administration to instructional planning, student preparation, and family communication.

Assessment data also informed broader instructional and intervention planning. Departments and grade-level teams used NWEA, CAASPP, ELPAC, and other available data to identify learning gaps, monitor progress, and adjust supports. The school's work with UbD, scope-and-sequence alignment, student engagement walkthroughs, and data-informed instruction strengthened the connection between assessment results and classroom practice. In mathematics, science, and other departments, teachers continued to engage in data review, assessment alignment, and reflection on instructional next steps.

Challenges remained in ensuring consistent data literacy, timely analysis, and follow-through across all grade levels and departments. While schoolwide performance remained strong, subgroup data showed continued areas of need, particularly for Current English Learners, Students with Disabilities, and African American students in mathematics. These findings reinforce the need to ensure that assessment results lead to targeted instructional adjustments, intervention planning, and progress monitoring for student groups. Overall, the action was implemented as planned and provided an important foundation for instructional decision-making, but continued work is needed to strengthen the consistency with which assessment data is analyzed and used to improve outcomes for all students.

1.7 Student Support and Interventions
Implementation of this action was substantially consistent with the planned activities, with GHC continuing to strengthen a layered system of academic supports and interventions across TK–8 and high school. Students were provided multiple entry points for learning recovery and academic assistance, including before- and after-school tutoring and enrichment, after-school academic support and homework help, 24/7 Tutor.com access, targeted math tutoring, designated ELD tutoring with bilingual support, IB course support, and instructional assistant support during the school day.

A significant success was the increased capacity of Instructional Assistant tutoring. In-class support expanded to more than eighty classes across both semesters, broadening student access to academic help during regular instructional time rather than relying only on students to seek support outside of class. This increased capacity helped strengthen the school's multi-tiered support model and provided additional assistance for students needing help with course content, organization, and foundational skills.

The Coordination of Services Team (COST) also continued to provide targeted, wrap-around support for students requiring more intensive intervention. During the year, eighteen students were referred for individualized support through a collaborative team of stakeholders, reflecting the school's continued effort to coordinate academic, counseling, and student support services through a data-informed process.

GHC also continued to communicate academic support opportunities to students and families through weekly newsletters and other recurring communication structures. These communications promoted AHA tutoring and enrichment, TK–8 after-school academic support and homework help, 24/7 Tutor.com access, ELD tutoring with bilingual options in Mandarin and Spanish, math tutoring, IB tutoring, and academic planning sessions. This consistent communication helped reinforce where students could access support, when services were available, and how families could help students participate.

Challenges remained in ensuring that students most in need of academic support consistently access available interventions. Academic Success courses provided students with one-on-one teacher support and tutoring opportunities through Tutor.com, but staff continued to find that some students did not consistently use available tutoring resources or were unsure how to access them. In response, staff began meeting individually with students who indicated they were unaware of tutoring options or needed help navigating available supports. Moving forward, GHC will continue refining intervention protocols, strengthening student engagement, improving communication to students and families, and increasing on-campus support from tutoring partners so that students most at risk can more consistently access and benefit from available academic interventions.

1.8 Vertical Alignment of Curriculum, Instruction, and Assessment
Implementation of this action was ongoing and generally consistent with the planned purpose of improving alignment of curriculum, instruction, assessment, UbD, Canvas/Toddle, and data practices across grade spans and programs. During the 2025–2026 school year, GHC continued to move from initial Understanding by Design training toward more intentional vertical and horizontal alignment work across TK–12. Administrators from both programs worked with TK–8 grade-level leaders and high school department chairs to identify opportunities for vertical planning within and across grade levels and content areas.

A significant success was the TK–8 campus's shift toward more disciplined vertical articulation. Professional learning and PLC structures focused on identifying essential standards, refining essential questions, and examining how expectations build from one grade level to the next. Teachers reviewed the grade below and the grade above in order to surface gaps, redundancies, and changes in rigor. This work supported greater clarity around skill progression, assessment alignment, and preparation for the next stage of students' academic experience.

At the high school, departments continued to strengthen alignment through UbD scope-and-sequence work, assessment reflection, and course-level planning. The Social Science Department mapped unit plans across courses, including pacing, essential standards, essential questions, and core concepts, while beginning to identify shared essential skills students should develop over multiple years of instruction. The Science Department continued horizontal collaboration within content areas and began preliminary vertical alignment discussions, including connections with TK–8 science instruction. Science teachers also refined assessment preparation timelines, used data-analysis protocols, and continued strengthening UbD-aligned unit planning and instructional practices. Across IB programs, teachers continued refining Units of Inquiry, MYP and DP expectations, service learning, and conceptual understandings to strengthen coherence across PYP, MYP, and DP experiences.

This action also supported broader instructional coherence by connecting vertical alignment to assessment practices and instructional planning. Grade-level and department reflections showed increased attention to essential standards, formative assessment, progress monitoring, interdisciplinary learning, and student transfer of skills. These efforts helped create more consistent expectations for what students should know, understand, and be able to do as they advance through the TK–12 program.

Challenges remained in providing sufficient structured collaboration time for meaningful vertical articulation across grade levels, departments, and campuses. Several grade levels and departments identified the need for additional time to align instruction, analyze student data, refine units, and strengthen consistency across courses and grade spans. Continued work is also needed to ensure that vertical alignment leads to consistent classroom implementation, shared assessment practices, and targeted intervention or enrichment for students with different learning needs. Overall, the action was implemented as an ongoing area of improvement, with meaningful progress in UbD-aligned planning, TK–8 vertical articulation, high school department alignment, and IB program coherence, while additional time and structures are needed to deepen TK–12 alignment.

1.9 Technology and Data Processing
Implementation of this action was partially implemented and generally consistent with the planned purpose of maintaining updated technology, learning management systems, educational applications, student information systems, and data processing systems to support instruction, assessment, communication, and reporting. GHC continued to provide access to technology and digital platforms that supported classroom instruction, assessment administration, student progress monitoring, family communication, and state and federal reporting requirements.

A significant success was the continued work of the SIS/CALPADS and data teams to maintain core information systems and complete required data processes. During the 2025–2026 school year, the SIS/CALPADS team reviewed and maintained existing system integrations, reviewed student and staff data for state and federal submissions, supported day-to-day and semester operations, and completed CALPADS Fall 1 submission. The team also continued troubleshooting, process review, documentation review, report card processing, and transcript processing. In addition, GHC established or maintained system connections with Titan, ClassLink, SchoolPathways, Minga, CCGI, and Canvas-related applications to support schoolwide operations and student data access.

Technology systems also supported instruction and student learning through Canvas, Toddle, assessment platforms, and integrated educational applications. GHC continued to support consistent use of Canvas and Toddle as learning management systems, while also providing staff with updates on platform changes and instructional workflows. Integrated tools such as Turnitin Clarity within Canvas supported academic integrity and instructional practice. These systems helped teachers organize instruction, communicate expectations, provide access to resources, and support student learning across grade spans.

The action also supported family communication and attendance monitoring. In collaboration with the Communications team, the SIS team migrated automated attendance calls to FinalSite. This represented a substantive implementation update; however, the migration also required troubleshooting as the school refined the new system. Educational partner feedback indicated that families valued GHC's communication systems but continued to request clearer, more centralized, and more timely information about grades, assignments, attendance, deadlines, and academic progress. Families also requested more consistent use of platforms such as Canvas, HAC, Toddle, and other tools.

Challenges remain in ensuring that technology and data systems are used consistently across classrooms, grade spans, and programs. While infrastructure, integrations, and core data systems were maintained, continued work is needed to improve consistency in platform use, strengthen staff capacity to interpret and act on available data, and ensure that families can easily access timely information about student progress. Overall, this action was implemented as an essential operational and instructional support system, with continued progress in SIS/CALPADS reporting, learning management system support, data integrations, and attendance communication, while additional refinement is needed around system consistency, troubleshooting, user training, and communication clarity.

1.10 Curriculum and Supplemental Resources
Implementation of this action was partially implemented and generally consistent with the planned purpose of ensuring that instructional and supplemental materials are aligned to California Common Core State Standards, Next Generation Science Standards, California content standards, and relevant state frameworks. During the 2025–2026 school year, GHC continued to invest in curriculum, instructional materials, digital platforms, laboratory resources, and supplemental tools that supported rigorous instruction, hands-on learning, pathway development, and student access across content areas.

A significant success was the continued implementation and expansion of Project Lead the Way science curriculum. Human Body Systems and Principles of Biomedical Science courses continued using PLTW resources, and the program expanded to three teachers offering a total of 13 PLTW sections across the science department. These resources supported hands-on, systems-based learning in anatomy, physiology, and biomedical science through collaborative projects, human body modeling, Maniken models, data acquisition tools, and applied investigations connected to health and disease.

GHC also expanded and strengthened curriculum resources in computer science. All Computer Science teachers began using the CodeHS platform, which provides standards-aligned curriculum for programming, cybersecurity, web design, and data science. CodeHS supported student learning through coding exercises, projects, teacher monitoring tools, and opportunities to develop computational thinking and problem-solving skills. This aligned with broader program growth in computer science, including increased access to AP Computer Science Principles, the launch of AP Cybersecurity, and continued planning for advanced coursework in artificial intelligence and machine learning.

The World Languages and Cultures Department also made significant instructional resource updates to support continuity and rigor across language pathways. New print editions of EntreCulturas were adopted for Spanish 1 through Spanish 4, with student materials purchased for Spanish 2 and Spanish 3 and updated teacher editions secured for Spanish 1–4. Korean language resources were maintained through renewed eBook licenses, and Mandarin instruction was strengthened through the adoption of Integrated Chinese, 4th Edition, for Level 4 Mandarin, including student textbooks, workbooks, and teacher resources. These materials supported sequential language development, cultural learning, literacy, speaking, and differentiated instruction across language programs.

Additional supplemental resources strengthened science, STEM, and career-connected learning. The Science Department expanded Vernier probeware integration in AP and IB science courses to support required laboratories and student-based research. The KidWind project expanded to all CP Physics courses, and Biology faculty supported broader implementation of biotechnology labs through Amgen resources. These investments helped increase hands-on learning, scientific discourse, student research, and alignment with NGSS practices. The Biotechnology pathway also continued to grow and is preparing to move into dual enrollment in 2026–2027.

Challenges remained in ensuring that curriculum resources are supported by sufficient equipment, training, and implementation time. The Science Department identified continued needs related to laboratory equipment, particularly for the Biotechnology pathway and related courses. Teachers also identified the need for additional training for new science faculty and refresher training for returning faculty so that newer probeware, biotechnology tools, and laboratory activities can be implemented consistently and effectively. As programs expand, GHC will need to continue monitoring resource needs, procurement timelines, teacher training, and access across departments.

Overall, this action was implemented as planned through continued investment in standards-aligned curriculum and supplemental resources, with notable progress in PLTW science, CodeHS computer science, World Languages materials, biotechnology, probeware, and hands-on STEM learning. Moving forward, GHC will continue aligning resource purchases to instructional priorities, pathway development, student access, and teacher implementation needs so that materials support rigorous, engaging, and equitable learning experiences for all students.

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.

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: Effective

This action was partially effective in supporting progress toward Goal 1. Professional development contributed to stronger instructional coherence, more intentional lesson design, and greater alignment between curriculum, instruction, and assessment. GHC's continued focus on Understanding by Design, scope-and-sequence development, student engagement, questioning practices, and assessment-informed instruction supported schoolwide academic progress, including strong 2025 Dashboard outcomes in English Language Arts, Mathematics, English Learner Progress, College/Career readiness, and accelerated growth indicators.

A key area of effectiveness was the movement from professional learning as training to professional learning connected to classroom implementation. At the high school, professional learning on purposeful questioning, student-generated questions, Webb's Depth of Knowledge, and the Question Formulation Technique supported the broader focus on student engagement. The Fall 2025 Student Engagement Walkthrough cycle strengthened this work by involving 45 non-administrator/non-department chair staff members and reaching more than 140 teachers, or approximately 85% of classrooms. At the TK–8 campus, professional learning and PLC structures supported vertical articulation through essential standards, essential questions, and cross-grade alignment. These efforts helped build a more coherent instructional foundation across programs.

The action also appears to have supported positive academic outcomes. GHC's 2025 Dashboard results showed strong overall performance, including 73.3 points above standard in English Language Arts, 25.4 points above standard in Mathematics, 63.8% of English Learners making progress toward English language proficiency, and 76.5% of students prepared for college/career. Internal Fall 2025 NWEA results also showed strong performance across grade spans in both ELA and mathematics. While these outcomes cannot be attributed to professional development alone, they suggest that the school's instructional improvement efforts are contributing to progress toward Goal 1.

However, the effectiveness of this action was uneven. Educational partner feedback continued to identify professional learning as an area for improvement, particularly regarding relevance, coherence, usefulness, and staff voice. High school teachers rated Professional Learning at 64% favorable, while TK–8 teachers rated Professional Learning at 53% favorable. Teachers and staff also identified the need for clearer communication, more opportunities for input, and professional development that is more directly connected to classroom needs. As a result, while the action supported instructional coherence and contributed to positive academic momentum, its impact varied by grade span, department, and teacher experience.

Moving forward, GHC should continue this action while refining implementation so that professional learning is more differentiated, classroom-based, data-informed, and responsive to teacher feedback. Continued emphasis should be placed on connecting UbD, assessment data, student engagement strategies, English Learner supports, and department or grade-level needs in ways that teachers can clearly apply to instruction.

1.2 Special Programs Services
Effectiveness: Effective

This action was partially effective in supporting progress toward Goal 1. Special Programs services strengthened access to the curriculum for students with disabilities through individualized supports, specialized academic instruction, co-taught classes, Learning Labs, accommodations, modifications, transition supports, and targeted intervention. These services contributed to improved access to instruction and helped create additional structures for students who require more intensive academic support.

A key area of effectiveness was the expansion of structured literacy intervention. Eight special education teachers completed an intensive eight-month Orton-Gillingham training program and became certified to provide structured literacy support, particularly for TK–8 students and students in the lower grades. This increased the school's capacity to provide evidence-based reading intervention for students with foundational literacy needs. GHC also expanded Learning Lab services by building three sections into the master schedule, including one 0-period option and two sections during the regular instructional day. These Learning Labs provided targeted support in ELA, mathematics, organization, homework completion, and specialized instruction aligned to IEP needs.

At the high school, the addition of a 0-period Math Skills course was an important targeted response to student need and the school's CIM work with the California Department of Education. This course provided additional support for 10th- and 11th-grade students needing reinforcement in foundational math skills and Algebra 2 readiness. The continued growth of the SDP2 program also strengthened academic, life skills, and transition programming for students not currently pursuing the A–G diploma track.

The effectiveness of this action is reflected in some positive student outcome data. Students with Disabilities improved in English Language Arts on the 2025 Dashboard, narrowing the gap from the prior year, and also showed strong improvement in Science. In addition, the 2025 Mathematics Growth indicator showed Students with Disabilities in the Accelerated category, suggesting that many students in this group made measurable progress from the prior year.

However, the action was not fully effective across all Goal 1 outcomes. Students with Disabilities remained an area of concern in Mathematics, College/Career readiness, and Graduation Rate. In Mathematics, Students with Disabilities remained significantly below standard and declined from the prior year. College/Career readiness for Students with Disabilities remained low, and the Graduation Rate for Students with Disabilities also declined. These results suggest that while services and interventions improved access and provided important supports, they have not yet produced consistent gains across all academic and postsecondary indicators.

Moving forward, GHC should continue this action while strengthening progress monitoring, collaboration between general education and special education staff, math intervention, transition planning, and alignment between IEP supports and grade-level academic expectations. Continued implementation of Orton-Gillingham, Learning Labs, Math Skills, co-teaching, and transition supports should be paired with clearer measures of student progress so the school can better determine which supports are producing the strongest outcomes for students with disabilities.

1.3 Services for Unduplicated Students
Effectiveness: Effective

This action was partially effective in supporting progress toward Goal 1. GHC's services for unduplicated students strengthened access to academic support, English Language Development, counseling, tutoring, bilingual assistance, and progress monitoring. The strongest evidence of effectiveness is the improvement in English Learner Progress. GHC's English Learner Progress Indicator increased from 54.7% in 2024 to 63.8% in 2025, exceeding the LCAP goal of 60% and earning a Green performance level. The school also reported a record number of reclassified students, with 31 students reclassified during the 2025–2026 school year.

Several implementation efforts appear to have contributed to this progress. GHC continued designated and integrated ELD, co-teaching models, targeted ELD tutoring, bilingual supports, ELAC engagement, and professional learning through Ensemble Learning. The expansion of integrated ELD professional learning to the full TK–8 staff and the high school math department supported more consistent use of structured student discourse, language supports, checks for understanding, and strategies designed to increase multilingual learners' access to rigorous content. The launch of Ellevation also strengthened the school's ability to centralize English Learner and RFEP data, improve teacher access to student information, and monitor progress more systematically.

The action also showed signs of effectiveness for socioeconomically disadvantaged students. On the 2025 Dashboard, socioeconomically disadvantaged students performed strongly in English Language Arts, remained close to standard in mathematics, and posted strong College/Career and Graduation Rate outcomes. These results suggest that schoolwide academic supports, counseling services, assessment systems, and access to rigorous programs are helping many low-income students make progress toward grade-level proficiency and college/career readiness.

However, the action was not fully effective for all unduplicated student outcomes. Although English Learner Progress improved, Current English Learners remained a significant area of concern in both English Language Arts and Mathematics. English Learners remained below standard in ELA, and Current English Learners declined more sharply than the broader student population. In mathematics, the broader English Learner subgroup improved, but Current English Learners remained substantially below standard. English Learner outcomes in College/Career readiness and Graduation Rate also declined, indicating that language-development progress has not yet translated consistently into academic achievement, course completion, and postsecondary readiness for all multilingual learners.

Moving forward, GHC should continue this action while refining implementation to better connect English language development, classroom instruction, academic intervention, and college/career supports. Continued emphasis should be placed on integrated ELD across content areas, math-specific language supports, LTEL monitoring, RFEP monitoring, progress tracking through Ellevation, targeted tutoring, and clearer use of assessment data to identify students needing additional support. The action should also continue supporting low-income and foster youth through counseling, tutoring, A–G monitoring, college and career advising, and equitable access to rigorous academic programs.

1.4 Summer School Programming
Effectiveness: Not Yet Fully Measurable / Partially Effective

This action was partially effective to date, though its full effectiveness cannot be fully determined until final summer participation, attendance, course completion, credit recovery, and student outcome data are available. Summer school programming remained aligned to Goal 1 because it provided additional instructional time for students needing credit recovery, academic intervention, extended school year services, and acceleration opportunities. These supports are directly connected to improving grade-level proficiency, course completion, A–G progress, graduation readiness, and access to more advanced coursework.

At mid-year, implementation evidence showed that summer school planning began during the second semester, with the program continuing to serve as an important structure for learning recovery and academic acceleration. The planned use of summer programming for credit recovery, extended school year services, and accelerated math remained consistent with the LCAP action. GHC also continued exploring ways to connect summer learning to broader college and career readiness goals, including planning for summer dual enrollment opportunities connected to older Summer Transition Academy students.

The action is likely to support progress toward Goal 1 because it provides targeted additional time for students who need academic recovery or acceleration beyond the regular school year. This is especially important for students who need to recover credits, strengthen foundational skills, remain on track for graduation, or prepare for more rigorous coursework. However, the action's effectiveness is limited in the current analysis because final data were not yet available in the mid-year report. The school should continue strengthening its ability to collect and analyze summer school data, including enrollment, attendance, successful course completion, credits recovered, student group participation, and subsequent performance in related courses.

Moving forward, GHC should continue this action while improving data collection and early identification systems so that students most in need of summer intervention are enrolled and supported. Additional attention should also be given to staffing, scheduling, student outreach, and access barriers that may affect participation. With stronger outcome tracking, GHC will be better able to determine the degree to which summer programming contributes to improved academic achievement, graduation readiness, and college/career preparation.

1.5 CTE - Staff, Materials, and Supplies
Effectiveness: Effective

This action was effective in supporting progress toward Goal 1, particularly in the area of college and career readiness. CTE staffing, materials, supplies, equipment, field experiences, professional development, certification opportunities, and pathway-specific resources helped students engage in applied learning connected to industry sectors, technical skill development, and postsecondary preparation.

These investments supported GHC's broader college and career readiness outcomes, including strong 2025 Dashboard performance on the College/Career Indicator.

A major indicator of effectiveness was the continued growth and refinement of CTE pathways through Perkins and CTEIG-supported investments. Pathway expenditures supported Automotive, Engineering, Film, Business, Forestry and Natural Resources, Theater, Culinary Arts, and Dance through equipment, instructional materials, transportation, work-based learning, and certification-related costs. These resources helped make pathway instruction more authentic and career-connected by giving students access to tools, learning environments, and experiences aligned to industry expectations.

Several pathways showed strong evidence of student engagement and career-connected learning. The Global Business and Finance program strengthened student participation through work-based learning experiences such as Back to School Night and Open House booths, the VICA Business Forecast Conference, the Port of Los Angeles field experience, and CSUN's Bull Ring Business Pitch Competition. The Forestry and Natural Resources pathway expanded through AP Environmental Science/Intermediate Forestry and Natural Resources coursework, field trips, competitions, industry partnerships, and the development of an environmental science and management pathway. The Automotive pathway continued to benefit from Perkins and CTEIG resources that supported a more realistic auto shop environment and updated equipment. Film, Theater, Engineering, and STEM-aligned programs also continued to build industry connections, competitions, certifications, and applied learning opportunities.

The action was also effective in expanding measurable technical skill outcomes. Students earned 21 Certified SolidWorks Associate certifications, and 24 students earned VEX V5 C++ programming certification. Robotics teams and STEM students participated successfully in competitions, and the program continued expanding advanced coursework and career-connected opportunities in robotics, engineering, cybersecurity, computer science, networking, and artificial intelligence/machine learning. These outcomes suggest that the action is helping students develop both technical skills and postsecondary readiness.

Another strength was the school's movement toward a more systematic CTE Program Review Cycle. Use of pathway expenditure tracking, professional development agendas, CTE Advisory input, and alignment to the 12 Elements of a High-Quality CTE Program helped connect resources to continuous improvement rather than isolated purchases. This made the action more effective by supporting pathway coherence, fiscal planning, student leadership, work-based learning, and industry alignment.

The action was not without limitations. Some pathways continued to experience challenges with CTSO alignment, certification options, dual enrollment agreements, scheduling, facilities, and course sequencing. For example, the Forestry pathway continued to work through dual enrollment and certification challenges while also launching Future Farmers of America as a student leadership structure. Other pathways continued refining how to align introductory, concentrator, and capstone courses into a more coherent sequence. Overall, however, this action was effective because CTE investments directly supported student engagement, technical skill development, industry exposure, certifications, pathway growth, and college/career readiness.

1.6 Academic Assessments
Effectiveness: Effective

This action was effective in supporting progress toward Goal 1. GHC's academic assessment system provided multiple measures of student learning, including NWEA MAP, CAASPP Interim Assessment Blocks and Focused Interim Assessment Blocks, PSAT, ELPAC, CAST, and state summative assessments. These tools helped teachers and leaders monitor student progress, identify areas of need, prepare students for state assessments, and make instructional decisions connected to grade-level proficiency and college and career readiness.

Evidence of effectiveness is reflected in both internal and state assessment results. Fall 2025 NWEA data showed strong performance across grade spans, with most students meeting standards in both ELA and mathematics. These internal results aligned with strong 2025 Dashboard outcomes, including 73.3 points above standard in English Language Arts and 25.4 points above standard in Mathematics for all students. The school also demonstrated Accelerated growth in both ELA and mathematics, suggesting that assessment-informed instruction and progress monitoring are contributing to student academic growth.

The action was also effective because GHC strengthened the structure and communication of its assessment cycle. Administration presented the 2025–2026 academic assessment plan to the SSC/LCAP Advisory, including the use of IABs and FIABs to prepare students for spring Smarter Balanced assessments, practice testing tools and accessibility features, and provide teachers with timely information to guide instruction. Departments also used assessment data to support planning and instructional adjustments. For example, math teachers engaged in data dives after interim assessments and grading periods, while science teachers used data protocols to analyze results and identify instructional next steps.

However, the effectiveness of this action was not uniform across all grade levels, departments, or student groups. While assessment implementation was strong overall, continued growth is needed in assessment literacy, consistent data analysis, and translating assessment results into timely instructional adjustments. Dashboard subgroup data show continued areas of need for Current English Learners, Students with Disabilities, and African American students in mathematics, indicating that assessment data must be used more consistently to trigger targeted intervention and instructional support.

Overall, this action was effective because it strengthened GHC's ability to monitor student learning, prepare students for state assessments, and use data to inform instruction. Moving forward, GHC should continue this action while deepening staff capacity to analyze data, connect internal benchmarks to state outcomes, and use assessment results to plan targeted supports for student groups with persistent gaps.

1.7 Student Support and Interventions
Effectiveness: Partially Effective

This action was partially effective in supporting progress toward Goal 1. GHC maintained a layered system of academic supports that included before- and after-school tutoring, AHA tutoring and enrichment, after-school homework help, 24/7 Tutor.com access, targeted math tutoring, ELD tutoring with bilingual support, IB tutoring, instructional assistant support, Academic Success courses, and COST referrals. These supports provided multiple ways for students to access academic assistance and reinforced the school's commitment to learning recovery, course completion, and grade-level proficiency.

A clear area of effectiveness was the expansion of instructional assistant support during the school day. In-class support increased to more than eighty classes across both semesters, giving students access to academic help within regular instructional settings rather than relying only on before-school, after-school, or online support. This helped broaden intervention access, supported teachers in meeting student needs, and provided additional assistance to students who may not independently seek tutoring outside of class.

The Coordination of Services Team also continued to be an effective structure for identifying and coordinating more intensive support. Eighteen students were referred for individualized support through COST, reflecting GHC's continued use of a collaborative, wrap-around process to address academic, behavioral, social-emotional, and attendance-related concerns. Weekly newsletters and family communications also helped promote available interventions, including Tutor.com, ELD tutoring, bilingual tutoring, math support, IB tutoring, and after-school academic assistance.

However, the overall effectiveness of this action was limited by uneven student engagement with available supports. Academic Success courses provided one-on-one teacher support and access to tutoring resources, but staff continued to find that some students most in need of intervention did not consistently use available tutoring options, including Tutor.com. Some students were unaware of available supports or unsure how to access them, which limited the impact of the intervention system for the most at-risk students. In response, staff began meeting individually with students to increase awareness and help them connect to available resources.

Overall, this action was partially effective because GHC successfully expanded intervention access, strengthened in-class support, and maintained multiple tutoring and referral structures. However, the action did not fully achieve its intended impact for all students because the students most in need of academic support were not always the students most likely to access available interventions. Moving forward, GHC should continue this action while refining intervention protocols, strengthening student follow-up, increasing proactive referrals, improving communication to students and families, and expanding on-campus support from tutoring partners to increase consistent participation among students with the greatest academic needs.

1.8 Vertical Alignment of Curriculum, Instruction, and Assessment
Effectiveness: Partially Effective

This action was partially effective in supporting progress toward Goal 1. GHC made meaningful progress in strengthening curriculum coherence, especially through Understanding by Design, essential standards work, department scope-and-sequence planning, assessment alignment, and IB program development. These efforts supported the broader goal of improving grade-level proficiency by helping teachers clarify what students should know, understand, and be able to do as they move through the TK–12 program.

A key area of effectiveness was the TK–8 campus's movement from initial UbD training toward a more disciplined process of vertical articulation. Teachers worked through PLC structures to identify essential standards, refine essential questions, and examine expectations across grade levels. This helped teams identify gaps, redundancies, and shifts in rigor, resulting in greater clarity around skill progression, assessment alignment, and preparation for the next stage of student learning.

High school departments also demonstrated clear gains. The Social Science Department strengthened curriculum alignment through UbD scope-and-sequence work, mapping unit plans for every course and identifying essential skills students should develop over multiple years of instruction. The Science Department continued horizontal collaboration within content areas, began preliminary vertical alignment discussions with TK–8 science, refined its Science IAB preparation timeline, used data-analysis protocols, and continued strengthening UbD-aligned unit planning and assessment practices. These examples show that the action helped move alignment work from general planning toward more concrete instructional and assessment practices.

The action was also supported by broader IB alignment work. PYP teachers refined Units of Inquiry with attention to essential reading and mathematics standards, MYP implementation expanded through service learning, the Community Project, and the Personal Project, and DP staff continued examining program implementation and alignment with IB expectations. This helped strengthen coherence across PYP, MYP, and DP experiences.

However, the action was not fully effective because vertical alignment remained uneven across grade levels, departments, and campuses. The mid-year report noted that administrators were still working with TK–8 grade-level leaders and high school department chairs to determine a plan for providing vertical planning opportunities. Department and grade-level reflections also identified the need for more structured collaboration time to align instruction, analyze student data, refine units, and strengthen consistency across courses and grade spans. As a result, while the action produced meaningful progress in instructional coherence, its impact was limited by time, structures, and uneven implementation across programs.

Moving forward, GHC should continue this action while creating more predictable structures for cross-grade, cross-department, and cross-campus collaboration. The next phase should focus on ensuring that vertical alignment work leads to consistent classroom implementation, shared assessment practices, stronger intervention and enrichment planning, and clearer continuity for students as they progress through TK–12.

1.9 Technology and Data Processing
Effectiveness: Effective

This action was effective in supporting progress toward Goal 1 because GHC's technology, data processing, student information, and learning management systems provided the infrastructure needed for instruction, assessment, progress monitoring, communication, and state reporting. These systems supported the school's ability to administer assessments, maintain accurate student records, monitor student outcomes, communicate with families, and provide teachers and staff with access to instructional and operational data.

A key area of effectiveness was the continued work of the SIS/CALPADS and data teams. During the 2025–2026 school year, the team maintained system integrations, reviewed student and staff data for state and federal reporting, completed CALPADS Fall 1 submission, supported report card and transcript processing, and continued troubleshooting and documentation review. GHC also established or maintained integrations with Titan, ClassLink, SchoolPathways, Minga, CCGI, and Canvas-related applications. These systems helped ensure that data processing and reporting functions remained operational and supported the school's broader academic and compliance needs.

Technology systems also supported instruction and student progress monitoring through Canvas, Toddle, assessment platforms, and other educational applications. These tools helped teachers organize instruction, communicate expectations, provide access to assignments and instructional materials, and support assessment-related workflows. The availability of learning management systems and data tools contributed to the implementation of academic assessments, instructional planning, and family access to information.

However, the action was not fully effective in all areas. The migration of automated attendance calls to FinalSite represented a useful system improvement, but it also required troubleshooting during implementation. In addition, educational partner feedback showed that families continued to request clearer, more centralized, and more timely information about grades, assignments, attendance, deadlines, and student progress. Families also requested more consistent use of platforms such as Canvas, HAC, Toddle, and other tools. Staff feedback similarly pointed to a continued need for clearer systems and support in using available data effectively.

Overall, this action was effective because the core technology and data systems were reliable, widely used, and essential to supporting instruction, assessment, reporting, and communication. Moving forward, GHC should continue this action while strengthening consistency in platform use, improving user training, refining attendance communication systems, and increasing staff capacity to interpret and act on available student data.

1.10 Curriculum and Supplemental Resources
Effectiveness: Effective

This action was effective in supporting progress toward Goal 1 because curriculum and supplemental resource investments expanded student access to standards-aligned materials, hands-on learning, digital curriculum, laboratory experiences, and pathway-specific instructional tools. These resources supported rigorous instruction across content areas and contributed to GHC's broader academic outcomes, including strong performance in English Language Arts, Mathematics, Science, English Learner Progress, and College/Career readiness.

A key area of effectiveness was the continued expansion of Project Lead the Way science curriculum. Human Body Systems and Principles of Biomedical Science courses continued using PLTW resources, with three teachers offering a total of 13 PLTW sections across the science department. These resources supported hands-on, systems-based learning through collaborative projects, Maniken models, data acquisition tools, and applied investigations connected to anatomy, physiology, health, and disease.

The action was also effective in strengthening computer science instruction. All Computer Science teachers began using CodeHS, a standards-aligned platform supporting programming, cybersecurity, web design, and data science. CodeHS provided coding exercises, projects, and teacher monitoring tools that helped students build computational thinking and problem-solving skills. This supported broader program growth in computer science, including expanded access to AP Computer Science Principles, the launch of AP Cybersecurity, and planning for advanced coursework in artificial intelligence and machine learning.

World Languages and Cultures also benefited from updated instructional resources. GHC adopted new EntreCulturas materials for Spanish 1 through Spanish 4, renewed Korean language eBook licenses, and updated Level 4 Mandarin resources through Integrated Chinese, 4th Edition. These materials supported sequential language acquisition, cultural learning, literacy, speaking, and differentiated instruction across language pathways.

Supplemental resources also strengthened science and STEM learning. The Science Department expanded Vernier probeware use in AP and IB science courses, expanded KidWind to all CP Physics courses, and supported broader biotechnology lab implementation through Amgen resources. These tools increased opportunities for students to engage in laboratory investigations, scientific modeling, student-based research, and applied STEM learning.

The action was not fully without limitations. Some departments continued to identify needs related to laboratory equipment, teacher training, procurement timelines, and implementation support, particularly in biotechnology, probeware use, and AP Science courses with increased enrollment. However, these challenges did not significantly prevent instruction from moving forward. Overall, this action was effective because curriculum and supplemental resources improved access to rigorous, standards-aligned, and hands-on learning experiences while supporting academic achievement, course pathway development, and college/career readiness.

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 were made to the planned goal, metrics, target outomes, or actions for the coming year that resulted from reflections on prior practice.

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.	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). This action aligns with Goal #1 and its associated Growth Targets of the WASC Schoolwide Action Plan. Recommended LREBG-Funded Actions: Supports differentiated instruction, formative assessment use, and learning acceleration strategies tied to recovery needs.	$811,025.00	No
1.2	Special Programs Services	Services and supports for students with a disability, including contracts, fees, testing services, and co-teaching program. Recommended LREBG-Funded Actions: Targets Students with Disabilities and other students with IEPs through individualized supports and academic interventions.	$21,790,033.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Services for Unduplicated Students	Provide specialized services and targeted academic support for unduplicated pupils. 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. Recommended LREBG-Funded Actions: Directly supports English Learners, low-income students, and foster youth via ELD co-teaching, workshops, and progress monitoring.	$2,150,000.00	Yes
1.4	Summer School Programming	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. Recommended LREBG-Funded Actions: Critical for learning recovery through credit recovery, ELD intervention, and acceleration options for struggling students.	$1,666,081.00	Yes
1.5	CTE - Staff, Materials, and Supplies	Staffing, materials, resources, and etc., including equipment, supplies, field trips, and professional development and specialized CTE student training and certification materials. Funding supplemented by Carl D. Perkins Grant and CTEIG.	$3,109,787.00	No
1.6	Academic Assessments	Provide student access to assessments, including PSAT, NWEA. Purchase assessment and testing contracts and fees, etc., including subsidizing test fees for Unduplicated Students.	$2,074,708.00	Yes

Action #	Title	Description	Total Funds	Contributing
		TK-8 will implement Amira Learning as an early literacy and dyslexia screener for identifying students who have difficulty with reading in elementary grades. Recommended LREBG-Funded Actions: Benchmarking tools like NWEA MAP, CAASPP IABs, and FIABs are essential to identifying learning loss and planning next steps.		
1.7	Student Support and Interventions	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. Staffing for After Hours Activities (AHA) tutoring and enrichment for before and after school via the 21st Century Assets Grant. Additional actions supplemented by Learning Recovery Emergency Block Grant (LREBG): Instructional Aides TK-8 and High School. Recommended LREBG-Funded Actions: Includes tutoring, high-dosage interventions, and instructional assistant support—all directly aligned with learning recovery goals.	$6,761,443.00	Yes
1.8	Vertical Alignment of Curriculum, Instruction, and Assessment	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. This action aligns with Goal #4 and the associated Growth Targets of the WASC Schoolwide Action Plan. Recommended LREBG-Funded Actions: Ensures students experience continuity in learning as they progress through grade levels, minimizing post-pandemic gaps.	$251,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Technology and Data Processing	Ensure access for all students to updated technology, computers, computer labs, including staffing, home internet access (HotSpots) for Unduplicated Pupils. Providing support, resources, and accessibility for learning management systems and education applications. 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. School data team to provide support with student information system data monitoring and processing.	$4,690,742.00	No
1.10	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.	$3,014,545.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal #2: Academic Engagement Granada Hills Charter's goal is to increase academic engagement for all students by providing a variety of educational, social, physical, wellness, and enrichment opportunities that reduce barriers to learning and support students in graduating prepared for college, career, and life. GHC will continue to strengthen school community, student belonging, school spirit, adult support for student activities, college and career preparation, access to wellness resources, and opportunities that help students develop the skills and dispositions reflected in the school's Student Learning Outcomes. Using a variety of qualitative and quantitative data, including California School Dashboard indicators, attendance and graduation data, student and family feedback, counseling and wellness data, and educational partner input, Granada Hills Charter will identify barriers that affect students' academic engagement, social connection, physical well-being, and access to enrichment. GHC will use this information to ensure that out-of-classroom supports and resources are available so students are prepared to learn in every class, every day.	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 TK–12 school serving a large and diverse community, GHC recognizes the importance of actions that build connection, belonging, and purpose for students and families. These actions include increasing parent and family involvement, helping students develop a stronger sense of identity and individual purpose, fostering a spirited and inclusive school community, supporting student activities and enrichment, and maintaining health and wellness supports for students, staff, and families.

Although GHC continues to demonstrate strong academic engagement outcomes, including a low chronic absenteeism rate and a high graduation rate, student and family feedback shows that barriers to learning still exist. These barriers include student wellness needs, communication challenges, access to academic and college/career supports, school connectedness, participation in activities, daily operations such as lunch access and campus routines, and the potential isolation that students and families may experience when navigating academic, social, emotional, or logistical challenges.

The actions described in this goal are designed to address those barriers by strengthening systems of support beyond the classroom. Through wellness services, counseling, college and career preparation, student activities, meal access, athletics, enrichment opportunities, and ongoing family engagement, GHC will continue working to ensure that all students feel connected, supported, and ready to engage fully in their learning.

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 Absenteerism 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.	5.5% of all students during the 2024-2025 school year.	7% of all students during the 2026-2027 school year.	The difference between Year 2 Outcome and Baseline is -4.5%.
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.	96% of the graduation cohort for the Class of 2025.	97% of the graduation chohort for the Class of 2027	The difference between Year 2 Outcome and Baseline is +1.6%.
2.3	UC/CSU Requirements (Local Indicator)	79.9% of the graduation cohort for the Class of 2023 met UC/CSU requirements.	79.4% of the graduation cohort for the Class of 2024 met UC/CSU requirements.	79.9% of the graduation cohort for the Class of 2025 met UC/CSU requirements.	83% of the graduation cohort for the Class of 2027 met UC/CSU requirements.	The difference between Year 2 Outcome and Baseline is 0%

Goal Analysis [2025-26]

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 implemented this action through a comprehensive TK–12 wellness support system designed to reduce barriers to learning, strengthen student connectedness, and support student re-engagement. The Wellness Center and School Social Work team provided individual student support, crisis response, re-admit conferences for students returning from psychiatric hospitalization, case management, collateral communication with families and staff, Care Solace coordination, wellness room access, parent education, student workshops, and community-based prevention programming. By year end, the Wellness Center documented 572 students seen, 325 new intakes, 14 re-admit conferences, 3 PMRT calls, 3,272 Chromebook sign-ins, 2,280 one-on-one meetings with students, and 2,499 total documented units of service. These supports were supplemented by partnerships with community providers, including Dignity Health, Clear Behavioral Health, Elvira Media, Innovate Psychology, Insight to Teen Culture, El Centro de Amistad, and other organizations that supported

workshops and resources related to anxiety, substance-use prevention, digital citizenship, healthy relationships, resilience, mental health awareness, and family support.

GHC also continued to strengthen schoolwide wellness and belonging through SEL programs, including Second Step at the TK–8 campus and Capturing Kids' Hearts at the high school. The Wellness Center expanded prevention and awareness efforts through student workshops, lunchtime tabling, parent workshops, group sessions, and the 4th Annual Wellness and Mental Health Community Fair, which included 22 vendors, 3 food trucks, 5 student-led self-care classes, and approximately 1,050 student participants. Overall, implementation was aligned to the planned action and supported the LCAP's focus on academic engagement by helping students access mental health support, return to school after significant challenges, connect with trusted adults, and remain engaged in learning.

Differences/Challenges:The action was implemented as planned and, in several areas, expanded beyond the original scope through additional community partnerships, CYBHI-related work, Care Solace coordination, and increased prevention programming. However, implementation was affected by several staffing and operational challenges. The Wellness Center added an Office Assistant position, which improved student flow and check-in procedures but also required adjustments to the physical space and student routines. The position experienced multiple staffing transitions and ultimately shifted from full-time to part-time support. In addition, one social worker was assigned to the TK–8 campus two days per week during the spring semester, which expanded access to wellness support across grade spans but reduced staffing capacity at the high school Wellness Center. Staff leave and increased documentation requirements connected to CYBHI also added workload demands. These changes occasionally stretched the Wellness Center team, particularly when only one or two staff members were available to respond to student needs.

A continued area for growth is ensuring that students and families most in need of wellness, counseling, and re-engagement supports are consistently aware of and connected to available services. As demand for mental health and wellness support remains high, GHC will need to continue refining referral systems, communication, staffing structures, and follow-up processes so that supports are accessible, timely, and sustainable.

Successes: A major success was the high volume and range of services provided to students and families throughout the year. The Wellness Center increased access to individual student support, strengthened re-entry processes for students returning from psychiatric hospitalization, expanded parent and student education, and developed stronger community partnerships. The CYBHI/Care Solace work generated more than $93,000 in claims while also helping connect students and families to outside mental health resources. The 4th Annual Wellness and Mental Health Community Fair represented the Wellness Center's largest turnout to date and demonstrated the school's continued growth in prevention, student engagement, and community partnership. Together, these efforts show that Action 2.1 was effective in supporting student wellness, belonging, and academic engagement while also revealing the need for continued attention to staffing capacity, communication, and equitable access to services.

2.2 College and Career Counseling Program
Implementation: GHC implemented this action through a comprehensive college and career counseling program that provided students and families with frequent, structured, and accessible postsecondary guidance. The College and Career Office maintained regular communication through weekly electronic newsletters, promoted on-campus college representative visits, hosted college application workshops, shared FAFSA/CADAA and financial aid resources, supported dual enrollment opportunities, and provided information about scholarships, summer enrichment programs, internships, career exploration, military pathways, and work/volunteer opportunities. The program also used Scoir to

manage college visit registration and postsecondary planning activities and provided students with access to one-on-one and small-group counseling support.

During the first semester, the College and Career Office issued 17 weekly newsletters between August and December, highlighted more than 40 on-campus college representative visits for students in grades 11–12, and offered more than ten senior application workshops focused on UC, CSU, Common Application, and combined application support. Financial aid outreach included FAFSA/CADAA webinars, CalKIDS information, and scholarship resources. Dual enrollment opportunities were also promoted through Pierce College, including the Umoja Pathway and AST 025: Fundamentals of Auto Mechanics, with application support workshops available to students in grades 9–12. The office also promoted career-connected learning through a Career Speaker Series, NROTC/ROTC presentations, internships, and work-based opportunities.

This action supported the broader Goal #2 focus on academic engagement by helping students connect their current academic program to future college, career, and life opportunities. These supports contributed to strong outcomes, including a 96.0% graduation rate for the Class of 2025, 79.9% of the Class of 2025 meeting UC/CSU requirements, and 76.5% of students identified as Prepared on the 2025 College/Career Indicator.

Differences/Challenges: The action was implemented as planned and expanded in several areas, particularly through more consistent electronic communication, increased use of Scoir, dual enrollment promotion, and broader attention to multiple postsecondary pathways, including four-year universities, community college, CTE/career pathways, military options, scholarships, internships, and work/volunteer experiences. However, educational partner feedback indicated that some families still need clearer, more centralized, and more timely guidance about the postsecondary planning process. High school families, particularly in grades 10–12, requested additional support related to course selection, college applications, dual enrollment, scholarships, career pathways, financial aid, senior-year timelines, and postsecondary planning.

A continued area for growth is ensuring that first-generation college students, multilingual families, low-income families, and families less familiar with college and financial aid systems can easily understand and act on the information provided. While newsletters and workshops provided extensive information, the volume and complexity of postsecondary processes can still be difficult for some families to navigate. Dashboard data also show that while overall college and career readiness is strong, English Learners and Students with Disabilities remain areas for targeted attention on the College/Career Indicator. These results suggest the need for continued personalization, earlier outreach, and more targeted supports for student groups whose college/career readiness outcomes are not yet as strong as the overall schoolwide results.

Successes: The College and Career Counseling Program was effective in maintaining a strong college-going and career-connected culture. Students and families had access to regular communication, college representative visits, application workshops, financial aid guidance, dual enrollment information, scholarships, career speakers, and postsecondary planning resources. The program also strengthened access to early college experiences through dual enrollment and helped students explore multiple pathways beyond high school. Strong overall outcomes on the College/Career Indicator, continued high graduation rates, and sustained UC/CSU completion rates demonstrate that this action contributed meaningfully to student academic engagement and postsecondary readiness. Moving forward, GHC will continue refining outreach, communication, and targeted counseling supports so that all students and families—especially first-generation, multilingual, low-income, English Learner, and Students with Disabilities populations—can more fully access and benefit from college and career opportunities.

2.3 Student Meals
Implementation: GHC implemented this action by continuing to provide universal access to student meals as part of the school's broader effort to reduce barriers to learning and support student wellness. The meal program provided two free meals for each student every day, ensuring that all students, including low-income students and other students experiencing food insecurity, had access to nutritious meals during the school day. Meals were prepared and served in accordance with applicable local, state, and federal nutrition guidelines and requirements. This action supported academic engagement by helping ensure students were physically prepared to participate in learning, reducing food-related barriers, and contributing to the school's broader wellness, attendance, and student support goals.

Differences/Challenges: Implementation was carried out as planned, and the school continued to maintain daily meal access for students. At mid-year, outcome data for this action was still in progress; however, expenditures and implementation evidence showed that the meal program remained operational and aligned to the planned action. Educational partner feedback indicated that while meal access remained an important support, there were continued opportunities to improve the student experience during meal service. Families and students identified lunch lines, access to lunch within the available lunch period, seating, cafeteria routines, menu options, and nutrition variety as areas for continued attention. These concerns were especially relevant because meal access is not only about whether food is available, but whether students can realistically obtain and eat meals within the school day.

A continued area for growth is refining cafeteria operations so that students can access meals efficiently and comfortably. GHC should continue monitoring meal participation, student and family feedback, lunch line flow, seating availability, menu variety, culturally responsive food options, and food waste. These refinements will help ensure that the meal program continues to support student wellness and academic engagement as effectively as possible.

Successes: The meal program remained a consistent and important support for students and families. By providing free daily meals to all students, GHC reduced a basic barrier to learning and helped support student well-being, particularly for low-income students and families who benefit most from reliable meal access. The action also aligned with the broader Goal #2 focus on academic engagement by supporting students' physical readiness to learn, reducing food insecurity, and contributing to schoolwide attendance, wellness, and belonging efforts. Overall, the action was implemented effectively, with continued opportunities to improve service efficiency, menu responsiveness, and the overall student experience during breakfast and lunch.

2.4 Community and Spirit Building
Implementation: GHC implemented this action through schoolwide, grade-level, staff, student, and family-centered activities designed to strengthen school connectedness, student belonging, and school spirit. The action supported the LCAP Goal #2 focus on academic engagement by creating opportunities for students and families to feel connected to the school community beyond the classroom. Activities were supported through ASB, student leadership, clubs, staff leaders, PTSA, and schoolwide communication structures. Student representatives also participated in SSC/LCAP Advisory, Student Services Committee, PTSA, Governing Board, Curriculum and Instruction, and Operations discussions, giving students multiple opportunities to provide input on activities, athletics, extracurricular access, communication, student voice, and belonging.

During the first semester, GHC implemented multiple culture-building and community-building activities across the TK–12 program. One key example was the TK–12 Social Connection held during the Homecoming football game, which welcomed staff and families for a shared meal and school spirit activities. The event included clear logistics, staff roles, and coordinated set-up to support participation and reinforce connection across programs. High school staff and student culture-building activities also included the annual Halloween Costume Contest, Underground Spirit Week, breakfast treats, the Ugly Sweater Contest, and other end-of-semester traditions. PTSA-supported concessions during major on-campus events, including speech and debate and dance competitions, further strengthened school-family partnership and helped return support to student programs.

In addition, broader school culture and engagement efforts continued through clubs, athletics, performing arts, student leadership, school events, family engagement activities, newsletters, Possip Pulse Checks, and standing committee feedback. Educational partner feedback identified clubs, athletics, performing arts, student leadership, school events, dual enrollment, AP/IB opportunities, CTE pathways, counseling supports, and enrichment as important strengths that contribute to student engagement and school connectedness. Student Services Committee feedback also supported continued attention to student voice, club participation, access to announcements, student performances, school spirit, and expanded athletic opportunities.

Differences/Challenges: This action was implemented as planned, with multiple community-building activities taking place across the year. However, implementation continues to require intentional coordination to ensure activities reach a broad range of students, not only those already connected through ASB, athletics, clubs, performing arts, or leadership programs. Educational partner feedback indicates that students generally report positive belonging and connectedness, but peer respect, student voice, lunch/recess experiences, and fairness of rules and discipline remain areas for continued growth. Family Possip feedback also identified student life topics such as participation in activities, sports access, lunch lines, traffic flow, dress code, and daily routines as areas that affect students' overall sense of connection to school.

A continued challenge is ensuring that new students, transfer students, quieter students, students who are not already involved in extracurricular activities, and historically underserved student groups experience the same level of belonging as students who are more visibly connected to campus life. GHC will need to continue refining how it gathers student input, communicates opportunities, supports participation, and designs activities that are accessible, inclusive, and meaningful across grade levels, programs, and student groups.

Successes: A major success of this action was the continued expansion of schoolwide and program-specific opportunities for connection. GHC maintained visible traditions and events that helped strengthen school spirit, family engagement, and staff-student connection. The TK–12 Social Connection during Homecoming provided a concrete example of intentional community-building across campuses, while PTSA-supported events and student-centered activities reinforced family-school partnership and support for student programs. Student and family feedback continued to identify extracurricular opportunities, clubs, athletics, performances, school events, and student leadership as important strengths. Possip feedback also showed high levels of family satisfaction across grade levels and included praise for supportive staff, organized systems, student activities, safe routines, and a positive school environment.

Overall, Action 2.4 was effective in supporting academic engagement by strengthening belonging, school pride, and student connection. The action remains an important part of GHC's strategy to reduce isolation, increase student participation, and help students feel connected to the school community. Moving forward, GHC will continue to focus on expanding inclusive access to activities, increasing student voice, and ensuring that community-building efforts reach students across all grade levels, programs, and student groups.

2.5 Professional Development for Staff
Implementation: GHC implemented this action by continuing to provide professional development opportunities intended to strengthen staff capacity to support student well-being, school connectedness, safety, and social-emotional needs. This action remained aligned to Goal #3 of the WASC Schoolwide Action Plan and supported Goal #2 by helping staff better understand and respond to barriers that affect student engagement. Professional learning connected to this action included ongoing work related to student wellness, SEL implementation, school safety, and student support systems. The counseling team also reviewed school climate data and student needs in order to determine additional professional development priorities related to student mental health and well-being.

This action was supported by related schoolwide efforts, including continued implementation of Capturing Kids' Hearts at the high school and Second Step at the TK–8 campus. Capturing Kids' Hearts training was provided to new teachers and staff, and Process Champions continued to meet to support implementation and share practices connected to student relationships and classroom culture. At the TK–8 campus, Second Step continued to provide a structure for SEL lessons and student support. These efforts helped reinforce shared expectations around student belonging, relationship-building, and social-emotional support.

Differences/Challenges: This action was implemented, but the overall implementation was more limited and less clearly documented than other Goal #2 actions. The mid-year report indicated that the counseling team was still assessing school climate data to determine additional professional development needs, suggesting that the action was still in a planning and refinement phase rather than fully implemented as a comprehensive staff training cycle. While staff received support through related SEL, student support, and safety initiatives, professional development was not yet consistently experienced as role-specific, coherent, or equally useful across all staff groups.

Educational partner feedback showed that staff generally affirmed GHC's academic expectations, student support systems, and overall safety; however, staff and teacher survey results also identified professional learning, communication, opportunities for input, feeling valued, and consistency in schoolwide systems as areas for continued improvement. Teacher survey results showed lower ratings for professional learning, with high school teachers rating Professional Learning at 64% favorable and TK–8 teachers rating Professional Learning at 53% favorable. Staff feedback reflected similar concerns about the need for clearer communication, better alignment of initiatives, and professional learning that is more relevant to specific roles and responsibilities.

A continued area for growth is ensuring that classified staff, certificated staff, and other personnel who work directly with students receive training that is differentiated by role. Campus aides, clerks, instructional aides, office staff, security staff, counseling staff, and other support staff interact with students in different contexts and therefore need practical, scenario-based training connected to student mental health, de-escalation, communication, supervision, trauma-informed practices, restorative responses, and referral processes.

Successes: A key success of this action was that GHC maintained attention to student well-being as a professional learning priority and continued building staff capacity through related SEL and student support systems. Capturing Kids' Hearts, Second Step, counseling team input, and school climate data helped keep student wellness and belonging visible in staff learning and planning. Staff also continued to participate in LCAP Advisory, standing committees, and other engagement structures that allowed them to provide input on student support, school climate, communication, safety, and implementation needs.

This action contributed to the broader Goal #2 focus on academic engagement by reinforcing the idea that student learning depends on wellness, belonging, and consistent adult support. Moving forward, the action should be strengthened through a more coherent and role-specific professional development plan for classified and certificated staff, clearer documentation of training provided, stronger feedback loops after professional learning, and more targeted supports for staff who work directly with students in non-classroom settings.

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.

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. This action was effective in making progress toward Goal #2 because it directly reduced barriers that affect student academic engagement, including mental health needs, crisis recovery, stress, social-emotional challenges, and lack of connection to school. The Wellness Center and School Social Work team provided a high volume of direct student support, including individual student meetings, new intakes, re-admit conferences for students returning from psychiatric hospitalization, crisis response, case management, family and staff collaboration, and referrals to outside services through Care Solace and community partners.

The action also expanded beyond individual counseling by providing prevention-focused programming, parent workshops, student workshops, lunchtime tabling, group sessions, and the 4th Annual Wellness and Mental Health Community Fair. These activities helped normalize help-seeking, increased student and family awareness of available supports, and strengthened the connection between wellness, belonging, and academic engagement. Continued implementation of Second Step at the TK–8 campus and Capturing Kids' Hearts at the high school further supported SEL integration and relationship-building across grade spans.

Although the action was effective overall, implementation was affected by staffing and capacity challenges. Increased student demand, staff transitions, maternity leave, changes to office assistant staffing, and the assignment of a social worker to the TK–8 campus two days per week stretched the Wellness Center team at times. These challenges did not prevent implementation, but they did show the need for continued attention to staffing structures, referral systems, communication, and sustainable follow-up processes.

Overall, this action made meaningful progress toward the goal by helping students access wellness supports, return to school after significant mental health challenges, connect with trusted adults, and remain engaged in learning. The action should continue, with refinements focused on increasing awareness among high-need students and families, strengthening outreach and referral systems, and ensuring staffing capacity keeps pace with student wellness needs.

2.2 College and Career Counseling Program
Effectiveness: Effective. This action was effective in making progress toward Goal #2 because it strengthened students' connection between academic engagement, graduation, and postsecondary planning. The College and Career Counseling Program provided consistent and structured support through weekly newsletters, on-campus college representative visits, college application workshops, FAFSA/CADAA and financial aid resources, dual enrollment information, scholarship opportunities, career exploration, military pathway presentations, and

individual or small-group counseling support. These services helped students and families access timely information about college, career, and financial aid processes and supported the school's broader goal of preparing students to graduate college and career ready.

The action contributed to strong overall outcomes. In 2025, GHC maintained a 96.0% graduation rate, 79.9% of the Class of 2025 met UC/CSU requirements, and 76.5% of students were identified as Prepared on the College/Career Indicator. These outcomes suggest that the College and Career Counseling Program continues to support high levels of postsecondary readiness and academic engagement. The program was also effective in expanding access to multiple pathways, including four-year college, community college, dual enrollment, CTE/career opportunities, scholarships, internships, and military options.

Although the action was effective overall, continued refinements are needed to ensure that all students and families can fully access and understand the college and career planning process. Educational partner feedback showed that families continue to request clearer guidance related to course selection, college applications, dual enrollment, scholarships, financial aid, senior-year timelines, and postsecondary planning. First-generation college students, multilingual families, low-income families, English Learners, and Students with Disabilities may need more targeted, personalized, and earlier outreach to navigate these processes successfully.

Dashboard results also show that while schoolwide college and career readiness is strong, English Learners and Students with Disabilities remain areas for continued attention on the College/Career Indicator. As a result, this action should continue with refinements focused on targeted outreach, multilingual communication, earlier grade-level planning, and more individualized support for student groups whose postsecondary readiness outcomes are not yet as strong as the schoolwide results.

Overall, Action 2.2 was effective in supporting academic engagement by helping students see a clear purpose for their coursework, access college and career opportunities, and remain on track for graduation and postsecondary success.

2.3 Student Meals
Effectiveness: Effective. This action was effective in making progress toward Goal #2 because it addressed a basic barrier to student engagement by ensuring that students had daily access to free meals. GHC continued to provide two free meals for each student every day, with meals prepared and served in accordance with local, state, and federal nutrition guidelines. This universal access supported student wellness, reduced food-related barriers to learning, and provided an important support for low-income students and families who may be most affected by food insecurity.

While specific participation outcome data was still in progress at mid-year, the consistent implementation of the meal program contributed to the broader conditions needed for students to attend school, focus in class, and participate fully in the instructional day. This action also aligned with GHC's Goal #2 emphasis on reducing non-academic barriers that can interfere with student learning and engagement.

The action was effective overall, but educational partner feedback identified areas for continued refinement. Families and students raised concerns related to lunch lines, the amount of time students have to access meals, cafeteria routines, menu options, nutrition variety, and the overall student experience during meal service. These concerns indicate that while meals were available, continued attention is needed to ensure that students can access food efficiently and comfortably within the school day.

Moving forward, GHC should continue this action while refining meal service operations, monitoring student and family feedback, improving lunch line flow, reviewing menu variety and culturally responsive food options, and exploring strategies to reduce food waste. Overall, Action 2.3 was effective in supporting student well-being and academic engagement by helping ensure that students' basic nutrition needs were met during the school day.

2.4 Community and Spirit Building
Effectiveness: Moderately effective. This action was moderately effective in making progress toward Goal #2 because it helped strengthen school connectedness, student belonging, staff culture, family engagement, and school spirit. GHC implemented multiple community-building activities across the TK–12 program, including the TK–12 Social Connection during Homecoming, staff and family engagement opportunities, PTSA-supported events, student activities, club-related opportunities, performances, athletic events, and schoolwide spirit traditions. These activities supported academic engagement by helping students, staff, and families feel more connected to the school community and by reducing the isolation that can negatively affect student participation and belonging.

Educational partner feedback suggests that many students and families experienced GHC's culture and community-building efforts positively. Possip Pulse Checks showed strong overall family satisfaction, and feedback across grade levels included praise for supportive staff, organized systems, school activities, safety, communication, and a positive school environment. Student and family engagement structures, including Student Services Committee, PTSA, SSC/LCAP Advisory, student leadership, and school newsletters, also provided ongoing opportunities to promote school events, gather input, and strengthen student voice.

However, the action was not fully effective for all students. Survey and educational partner feedback indicate that student belonging and connectedness remain uneven. While students generally reported positive belonging, feedback also identified peer respect, student engagement, student voice, and inclusive school culture as areas for continued growth. In addition, activities may be more accessible or meaningful for students already connected to ASB, athletics, performing arts, clubs, or leadership programs, while quieter students, new students, transfer students, students who are less socially connected, and historically underserved students may need more intentional outreach and support to participate.

The action should continue, but with refinements focused on expanding inclusive access and increasing the reach of community-building efforts. GHC should continue using student feedback, Possip data, School Climate Survey results, Student Services Committee input, and PTSA/family feedback to identify which students are participating, which students are not yet connected, and what types of activities would create broader belonging. Moving forward, the effectiveness of this action can be strengthened by increasing student voice in event planning, offering a wider range of low-barrier activities, improving communication about opportunities, intentionally welcoming new and transfer students, and designing events that appeal to students across grade levels, programs, interests, and student groups.

Overall, Action 2.4 contributed positively to academic engagement by promoting school pride, family partnership, and student connection, but it remains moderately effective because continued work is needed to ensure that school culture and spirit-building efforts are inclusive, accessible, and meaningful for all students.

2.5 Professional Development for Classified Staff
Effectiveness: Partially effective. This action was partially effective in making progress toward Goal #2 because GHC continued to identify student well-being, SEL implementation, and school connectedness as important areas for staff professional learning. Related supports,

including Capturing Kids' Hearts at the high school and Second Step at the TK–8 campus, helped reinforce shared practices connected to relationship-building, student support, and social-emotional learning. These efforts supported the broader Goal #2 focus on academic engagement by helping staff better understand and respond to student needs beyond the classroom. However, the action was only partially effective because implementation was still developing and was not yet a fully coherent, role-specific professional development system for all staff groups. At mid-year, the counseling team was still assessing school climate data to determine additional professional development needs related to student mental health and well-being. Staff and teacher feedback also indicated that professional learning was not consistently experienced as relevant, useful, or sufficiently connected to the specific responsibilities of different roles. Survey results and educational partner feedback pointed to continued needs around the relevance of school-led professional development, communication, opportunities for staff input, consistency in schoolwide systems, and support for handling student behavior and wellness concerns. The action showed promise because it kept student well-being visible as a schoolwide priority and connected professional learning to SEL, student support, and school climate. However, its effectiveness was limited by uneven implementation, limited documentation of role-specific training, and the need for clearer follow-up after professional learning. Classified staff, campus aides, clerks, instructional aides, office staff, security staff, and other staff who interact with students in non-classroom settings would benefit from more targeted training connected to de-escalation, trauma-informed practices, restorative responses, supervision, communication, student mental health warning signs, and referral procedures. Overall, Action 2.5 should continue, but it should be strengthened through a more intentional and differentiated professional development plan. Future implementation should include role-specific training modules, clearer documentation of staff participation, feedback loops to measure usefulness, and targeted support for staff who work directly with students. These refinements would increase the action's effectiveness in supporting student well-being, school connectedness, and academic 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 were made to the planned goal, metrics, target outomes, or actions for the coming year that resulted from reflections on prior practice.

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.	$3,039,729.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Actions supplemented by the state mental health grant, such as in-person instruction, spring and summer learning, and enrichment programs. This action is from Goal #3 of the WASC Schoolwide Action Plan. Recommended LREBG-Funded Actions: Addresses chronic absenteeism and re-engagement needs through counseling and wellness services.		
2.2	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.	$935,472.00	No
2.3	Student Meals	Student cafeteria meal and nutrition expenses.	$4,121,893.00	No
2.4	Community and Spirit Building	Implement a student-led initiative to organize at least four major community-building activities annually. This action is from Goal #3 of the WASC Schoolwide Action Plan. Recommended LREBG-Funded Actions: Enhances school connectedness and engagement, especially important for students most affected by isolation and disengagement.	$15,000.00	No
2.5	Professional Development for Staff	Provide professional development opportunities for staff to enhance their ability to support student well-being. This action is from Goal #3 of the WASC Schoolwide Action Plan.	$111,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal #3: School Culture and Safety Granada Hills Charter will continue to provide a safe, inclusive, and supportive TK–12 school environment that fosters success for all students, teachers, staff, and families. GHC will implement holistic school culture, safety, wellness, communication, and engagement practices that align with the school's mission, vision, and Schoolwide Learner Outcomes. Through these efforts, GHC will promote belonging, diversity, equity, inclusion, student voice, family partnership, staff collaboration, and consistent expectations across both campuses. GHC will also continue to provide multiple platforms for educational partners to share input and feedback, including the School Site Council/LCAP Advisory Committee, ELAC, PTSA, student leadership structures, school climate surveys, Possip pulse checks, family newsletters, parent workshops, and other school-community engagement opportunities. These structures support ongoing reflection, transparency, and continuous improvement in the areas of school safety, connectedness, communication, discipline, wellness, and student support.	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)

An explanation of why the LEA has developed this goal.

Granada Hills Charter serves a large and diverse TK–12 community. The school enrolls close to 6,000 students across the TK–8 and high school programs, with more than 60 nationalities represented and approximately 40 languages spoken at home. Approximately half of GHC students are unduplicated students, including students identified as socioeconomically disadvantaged, English Learners, foster youth, or homeless students. This diversity is a core strength of the school community and requires intentional systems to ensure that all students and families experience belonging, access, safety, and meaningful opportunities to participate in school decision-making.

GHC's school climate and educational partner feedback show that students and families generally view the school as academically strong, supportive, and safe. Local climate survey data indicated that TK–8 students reported positive ratings for academics, relationships and communication, and safety and support, while high school students also reported positive perceptions of the academic program, access to supports, and school resources. Family responses similarly reflected strong confidence in academics, communication, and safety across both programs.

At the same time, the data identify continued areas for growth. Students and families requested greater consistency in policy implementation, clearer communication about grading and expectations, stronger transitions between grade levels, more inclusive activities, and deeper opportunities for student and family voice. Disaggregated data also showed that some student groups, including African American and Latino students, reported slightly lower levels of belonging and fairness in disciplinary practices, while students with disabilities and their families requested smoother transitions and clearer communication.

Suspension data further support the need for continued focus on equitable school climate and discipline practices. In 2024, 1.6% of K–12 students were suspended at least one day, with higher suspension rates for African American students and students with disabilities. GHC's 2024 Dashboard data identified the overall suspension rate as Yellow, African American students as Orange, and students with disabilities as Red for suspension rate, making discipline, belonging, and consistent implementation important areas for continued improvement.

As GHC continues to operate as a TK–12 school across two campuses, the need to align culture, communication, behavioral expectations, instructional practices, and student support systems remains a priority. Continued implementation of Second Step in TK–8, Capturing Kids' Hearts in grades 9–12, Canvas/Toddle, Understanding by Design, school climate surveys, Possip, and advisory structures will help GHC strengthen a cohesive and supportive school environment for students, staff, and families across all grade levels.

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.	For 2024-2025, 1.1% of students were suspended at least one day.	Maintain or decrease.	The difference between Year 2 Outcome and Baseline is +0.6%.
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: 79% Relationships & Communication: 82% Safety & Discipline: 82%	Academic Program: 97% Relationships & Communication: 91% Safety & Discipline: 92%	The difference between Year 2 Outcome and Baseline is: Academic Program: -13% Relationships & Communication: -6% Safety & Discipline: -7%
3.3	TK-8 Parent Satisfaction Survey (Local Indicator)	Academic Program: 81%	Academic Program: 78%	Academic Program: 84%	Academic Program: 84%	The difference between Year 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Relationships & Communication: 80% Safety & Discipline: 82%	Relationships & Communication: 80% Safety & Discipline: 81%	Relationships & Communication: 83% Safety & Discipline: 86%	Relationships & Communication: 83% Safety & Discipline: 85%	Outcome and Baseline is: Academic Program: +3% Relationships & Communication: +4% Safety & Discipline: +4%
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: 85% Relationships & Communication: 79% Safety & Discipline: 72%	Academic Program: 86% Relationships & Communication: 76% Safety & Discipline: 71%	The difference between Year 2 Outcome and Baseline is: Academic Program: +2% Relationships & Communication: +6% 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: 86%	Academic Program: 84% Relationships & Communication: 83% Safety & Discipline: 85%	The difference between Year 2 Outcome and Baseline is: Academic Program: +3% Relationships & Communication: +3% Safety & Discipline: +4%

Goal Analysis [2025-26]

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 implemented this action as planned by maintaining multiple systems for collecting educational partner input and monitoring school climate across the TK–12 program. GHC used Possip Pulse Checks, the Spring 2026 School Climate Survey, SSC/LCAP Advisory meetings, ELAC, PTSA meetings, standing committees, parent workshops, student leadership structures, family newsletters, and other communication systems to gather feedback from students, families, teachers, staff, and administrators. Possip Pulse Checks provided frequent family feedback by grade level and program, collecting 4,633 unique voices with a 77% response rate and showing that 93% of families reported being happy or mostly happy with GHC. The Spring 2026 School Climate Survey provided additional feedback across stakeholder groups regarding academic support, communication, school safety, discipline, belonging, wellness, student voice, staff input, and opportunities for improvement. The Communications Department also supported implementation through regular TK–8 and high school newsletters, which helped families stay informed about school priorities, student supports, wellness resources, parent workshops, PTSA opportunities, surveys, and engagement opportunities.

Substantive Differences: There were no major substantive differences between the planned action and actual implementation. The planned partnerships and engagement structures were implemented, including Possip, the school climate survey, parent and student engagement opportunities, PTSA support, and communications staffing. The scope of implementation expanded through more consistent newsletter communication, stronger integration of survey data into LCAP planning, and broader use of standing committees and advisory groups to review data, identify needs, and connect feedback to schoolwide actions.

Successes: A major success was the breadth of educational partner engagement. Students participated through SSC/LCAP Advisory, Student Services Committee, standing committees, ASB, student leadership, PTSA, Governing Board updates, and the Spring 2026 School Climate Survey. Families participated through SSC/LCAP Advisory, ELAC, PTSA, newsletters, Possip, school climate surveys, parent workshops, and school events. Staff and teachers participated through SSC/LCAP Advisory, standing committees, professional learning structures, and the School Climate Survey. These systems provided GHC with timely, actionable feedback that informed LCAP planning related to academic achievement, student engagement, school climate, communication, safety, wellness, college and career readiness, family partnership, and equitable access to school supports. The high level of family satisfaction reflected through Possip also suggests that families generally felt positive about GHC’s school climate, communication, staff support, and student experience.

Challenges: Although implementation was strong overall, survey and Possip feedback identified continued areas for improvement. Families requested clearer, more centralized, and more timely communication regarding grades, assignments, deadlines, school policies, senior events, attendance, construction, operations, and feedback follow-up. Students reported generally positive perceptions of safety, belonging, and academic support, but also identified areas for growth related to student engagement, peer respect, fairness of rules and discipline, lunch/recess experiences, workload and stress, and opportunities for students to be heard. Teachers and staff affirmed GHC’s academic expectations and overall safety, but identified a need for stronger communication, more meaningful opportunities for input, clearer implementation of schoolwide initiatives, and greater consistency in discipline and behavior systems. Moving forward, GHC will continue strengthening feedback loops so that educational partners not only have opportunities to provide input, but also understand how their feedback is reviewed, responded to, and used to guide decisions.

3.2 Discipline Deans, Campus Aides, and Attendance Office Staffing
Implementation: GHC implemented this action as planned by maintaining staffing, materials, resources, and contracted support for Discipline Deans, Campus Aides, the Attendance Office, and the school's partnership with Aegis Security. These staffing structures supported daily supervision, student safety, behavior response, attendance monitoring, arrival and dismissal routines, student accountability, and communication with families. At mid-year, the action was reported as ongoing implementation, and the discipline, supervision, and attendance teams were fully staffed and trained. These positions remained essential to maintaining safe campuses, responding to student behavior concerns, supporting attendance follow-up, and helping school leadership monitor school climate and engagement trends.

Substantive Differences: There were no major substantive differences between the planned action and actual implementation. GHC maintained the core staffing and contracted safety structures identified in the LCAP. Implementation continued to focus on supervision, discipline support, attendance tracking, and coordination with school leadership. As the year progressed, feedback from students, families, teachers, and staff reinforced the need to continue refining how these systems are communicated and implemented across grade spans and campuses.

Successes: This action contributed to improved schoolwide suspension outcomes and supported GHC's broader goal of maintaining a safe school environment. The 2025 California School Dashboard showed that GHC's suspension rate improved from 1.6% in 2024 to 1.1% in 2025, earning a Green performance rating. No student group received a Red, Orange, or Yellow rating for suspension rate, and several student groups showed Blue or Green performance levels. This reflects meaningful progress from the prior year, when suspension data identified greater disproportionality for some student groups. The continued presence of Discipline Deans, Campus Aides, Attendance Office staff, and security support also helped provide consistent adult supervision, timely response to student concerns, and daily operational support across a large TK–12 school community.

Challenges: While suspension outcomes improved, educational partner feedback indicated that perceptions of discipline fairness, behavior systems, and communication remain areas for continued growth. Student feedback showed that students generally feel safe, but some students expressed concerns about whether school rules are fair and whether students are treated fairly when rules are broken. Teacher and staff feedback also identified lower ratings related to discipline fairness and the effective handling of student behavior concerns. Family feedback further highlighted concerns connected to attendance communication, traffic, arrival and dismissal routines, lunch lines, and other daily operations that affect perceptions of safety and school climate. Moving forward, GHC will continue working to align discipline practices across TK–12, strengthen communication about expectations and consequences, ensure consistent implementation of behavior systems, and deepen restorative and equitable approaches that support student accountability, belonging, and safety.

3.3 SEL Curriculum Integration
Implementation: GHC implemented this action as planned by continuing to integrate social-emotional learning supports across grade levels through Second Step at the TK–8 campus and Capturing Kids' Hearts at the high school. At the high school, Capturing Kids' Hearts training was provided to new teachers and staff, and GHC continued its contract with CKH to support schoolwide SEL implementation, student engagement, and relationship-building practices. High school Process Champions met monthly to engage in team-building, share implementation strategies, and identify best practices. Site administrators and Process Champions also participated in monthly collaboration

meetings with administrators from other schools implementing CKH, which supported shared learning and implementation refinement. A CKH coach was also scheduled to visit the campus and classrooms during the spring semester to provide targeted feedback and identify opportunities for continued growth.

At the TK–8 campus, SEL continued through Second Step and related advisory structures. In grades TK–5, SEL lessons were delivered weekly through advisory. In grades 6–8, weekly SEL lessons were delivered virtually with support from the counseling team. After each lesson, teachers were provided with a Google form to submit feedback to presenters, identify successes, and share areas for improvement. Continued refinement occurred in collaboration with the student support team and grade-level leaders. In addition, six teachers from the Devonshire campus participated in CKH training to explore the potential implementation of CKH at the lower-grades campus and expressed interest in using the program to strengthen student-teacher relationships and deepen connections with families and community partners.

Substantive Differences: There were no major substantive differences between the planned action and actual implementation. GHC continued the planned implementation of Second Step at TK–8 and Capturing Kids' Hearts at the high school. The action expanded in practice through additional CKH training, monthly Process Champion collaboration, exploratory CKH training for Devonshire staff, and a more structured feedback loop for TK–8 SEL lessons. These refinements strengthened implementation and helped GHC move from general SEL implementation toward more intentional monitoring and improvement of SEL delivery.

Successes: A major success was the continued use of SEL as part of GHC's broader system for supporting wellness, belonging, school culture, and student engagement. SEL structures supported relationship-building, student connection, and common expectations across grade spans. Wellness and counseling data reinforce the importance of this action: during the 2025–2026 school year, the Wellness Center documented 572 students seen, 325 new intakes, 2,280 one-on-one student meetings, and 2,499 total documented units of service. The Wellness Center also expanded prevention and engagement efforts through student workshops, parent workshops, community partnerships, and the 4th Annual Wellness and Mental Health Community Fair, which served approximately 1,050 students. These data show that students continued to need significant social-emotional, wellness, and relationship-based support, and SEL curriculum integration helped provide a preventive and schoolwide layer of support alongside counseling and intervention services.

Challenges: The main challenge was ensuring consistent SEL delivery across grade levels, programs, and classrooms. While implementation occurred across TK–8 and the high school, the structure, delivery model, and level of teacher ownership varied by grade span. TK–5 SEL lessons were delivered weekly through advisory, grades 6–8 lessons were delivered virtually with counseling support, and high school implementation centered on CKH practices, Process Champions, staff training, and classroom relationship-building routines. Continued work is needed to ensure that SEL is consistently implemented, reinforced throughout the year, and connected to student needs identified through climate survey results, Possip feedback, discipline data, and Wellness Center trends. Moving forward, GHC will continue refining SEL implementation, strengthening feedback loops, supporting teachers with implementation tools, and aligning SEL practices with schoolwide goals related to belonging, respectful peer relationships, equitable discipline, student engagement, and mental health recovery.

3.4 Training and Professional Development for DEI
Implementation: GHC continued to implement this action by providing and maintaining professional development structures connected to diversity, equity, inclusion, student safety, SEL, and inclusive school practices. Training and professional learning supported staff understanding of cultural competency, inclusive language, identity-affirming practices, legal responsibilities, and schoolwide expectations for supporting all students and families. GHC also continued its partnership with Dora Dome Law to provide professional development as

needed, including training related to gender identity and laws regarding the support of students with disabilities, parents, and spectators. This action supported the broader implementation of Goal #3 by helping staff build awareness and capacity around inclusive practices, equitable treatment, student belonging, and safe school environments.

Substantive Differences: There were no major substantive differences between the planned action and actual implementation; however, implementation evidence suggests that professional development was more responsive and need-based than a fully sequenced, yearlong DEI training cycle. While the action was funded and continued as an ongoing implementation item, documentation of specific training outcomes and follow-up measures was limited at mid-year. As a result, future implementation would benefit from clearer tracking of training topics, staff participation, feedback, and evidence of how professional learning is applied in classrooms, offices, supervision settings, and schoolwide practices.

Successes: A key success was that GHC continued to prioritize inclusive school practices as part of its school culture and safety work. Professional development helped reinforce staff awareness of inclusive language, identity-affirming practices, student rights, and the need to support students and families across diverse backgrounds and needs. This work also aligned with other Goal #3 actions, including SEL curriculum integration, student-led inclusion initiatives, parent and guardian involvement, inclusive classroom practices, and vertical alignment of expectations and communication. Student leadership structures, clubs, ASB, TK–8 Student Council, Link Crew, and other student-led activities also helped reinforce a culture of belonging and inclusion beyond formal staff training.

Challenges: The primary challenge was the need for more consistent, applied, and job-embedded follow-up after initial training. Staff feedback across the LCAP process indicated that professional learning remains an area for growth, especially regarding relevance, coherence, usefulness, and opportunities for staff input. Implementation also varied by role, department, and campus, which suggests a need for differentiated professional learning for certificated staff, classified staff, administrators, campus supervision staff, and office teams. Moving forward, GHC will continue refining DEI and SEL professional development so that training is not limited to awareness-building, but also supports consistent implementation of inclusive classroom practices, equitable discipline and behavior systems, culturally responsive communication, and identity-affirming schoolwide practices across the TK–12 program.

3.5 Student-Led Inclusion Initiatives
Implementation: GHC implemented this action through multiple student leadership and student voice structures across the TK–12 program. Rather than relying on one single structure, administrators from both programs worked with TK–8 Student Council, high school ASB, LINK Crew, student clubs, and other student leadership groups to identify and support student-led events, activities, and inclusion initiatives. GHC also maintained a broad student club system, with nearly 200 student-led clubs meeting before school, during lunch, and after school. These clubs and leadership groups provided students with opportunities to build community, celebrate identity and interest-based connections, develop leadership skills, and contribute to school culture. LINK Crew also supported student connection through activities such as Cookies and Cram, which provided students with opportunities to gather, study, and build peer relationships before finals.

Substantive Differences: The planned action called for a student-led committee to propose and execute diversity and inclusion initiatives. In practice, implementation was more distributed across existing student leadership structures, including TK–8 Student Council, high school ASB, LINK Crew, student clubs, Student Services Committee input, PTSA updates, and other student voice opportunities. This broader approach created multiple entry points for student involvement, but it also means GHC should continue clarifying how student-led inclusion work is coordinated, monitored, and connected to the school’s diversity, equity, inclusion, belonging, and school culture goals.

Successes: A major success was that student voice was incorporated into multiple schoolwide structures. Students participated in SSC/LCAP Advisory, Student Services Committee, Curriculum and Instruction, Operations, PTSA, Governing Board updates, ASB, clubs, and other leadership opportunities. Through these structures, students brought forward feedback related to school spirit, club participation, student performances, announcements, athletics, service, recognition, student voice, and school belonging. Student feedback also identified strengths such as access to academic help, supportive teachers, school safety, extracurricular opportunities, and school connectedness. These structures helped strengthen student ownership of school culture and provided students with opportunities to lead activities that build connection, inclusion, and belonging.

Challenges: While implementation continued and student leadership opportunities were broad, a key challenge was ensuring that student-led inclusion work reflected the full diversity of the TK–12 student body. There is a continued need to avoid relying on a small group of highly involved students and to create more intentional pathways for students who may be less connected to ASB, Student Council, clubs, athletics, or other formal leadership structures. Survey feedback showed that students generally reported positive belonging and connectedness, but also identified peer respect, student engagement, discipline fairness, lunch/recess experiences, workload and stress, and opportunities for students to be heard as areas for continued growth. Moving forward, GHC will continue strengthening student-led inclusion initiatives by expanding representation, clarifying the connection between student leadership and inclusion goals, increasing access for underrepresented student voices, and supporting student-led efforts that promote belonging, peer respect, cultural awareness, and schoolwide connection.

3.6 Parent and Guardian Involvement
Implementation: GHC implemented this action through regular communication channels, family engagement structures, parent workshops, advisory committees, surveys, and school-community events. Families participated through the School Site Council/LCAP Advisory, ELAC, TK–8 and high school PTSA, Possip Pulse Checks, the Spring 2026 School Climate Survey, parent workshops, weekly newsletters, volunteer opportunities, and school events. Communication systems were used to keep families informed about academic supports, assessment schedules, student wellness resources, parent education opportunities, PTSA activities, college and career events, community resources, school safety reminders, and opportunities to provide feedback.

GHC also expanded family-facing resources connected to diversity, equity, inclusion, wellness, and student engagement. Newsletter artifacts documented multilingual family supports, including Care Solace information with 24/7/365 multilingual access, immigration and educational rights resources available in multiple languages, Factor Online Parent Academy sessions offered in English, Spanish, and Armenian, cyber safety workshops in English and Spanish, and information about tutoring supports, including 24/7 Tutor.com access and bilingual tutoring options. PTSA communications and family events also supported belonging, student voice, and school-community connection.

Substantive Differences: There were no major substantive differences between the planned action and actual implementation. GHC maintained the planned communication channels and engagement structures for parents and guardians. In practice, implementation expanded beyond general communication about DEI initiatives to include broader family supports connected to wellness, learning recovery, academic intervention, digital safety, multilingual access, student belonging, and school-community engagement. This expansion aligned with the action's LREBG purpose of empowering families with tools to support student learning recovery, engagement, and well-being at home.

Successes: A major success was the breadth and consistency of family engagement opportunities. Families were able to participate through formal decision-making and advisory structures, including SSC/LCAP Advisory and ELAC, as well as through PTSA leadership, committee work, elections, budget review, event planning, volunteer coordination, and community-building events. TK–8 PTSA activities such as the New Student Meet and Greet, Ice Cream Social, Fall Festival, Glow Jam, Read-A-Thon, Reflections, Spring STEAM Festival, Teacher Appreciation Week, hospitality events, and culmination supports helped strengthen family belonging and school-community connection. High school families also engaged through PTSA, newsletters, college and career communications, parent workshops, athletics, student activities, and school events. Family feedback gathered through Possip and the School Climate Survey informed refinements to LCAP actions related to communication, school safety, wellness, academic support, college and career readiness, discipline, facilities, traffic, lunch, attendance, and family partnership.

Challenges: While parent and guardian involvement structures were implemented, survey data and engagement feedback show that GHC still needs to deepen authentic family voice in decision-making. Families reported feeling respected and informed at relatively strong levels, but fewer families reported that their input was welcomed. Possip feedback also showed recurring requests for clearer, more centralized, and more timely communication about grades, assignments, deadlines, senior events, school policies, attendance, construction, operations, and follow-up after feedback is submitted. Moving forward, GHC will continue strengthening two-way communication by clarifying how parent input is reviewed, communicating how feedback influences decisions, increasing outreach to underrepresented families, and creating more intentional opportunities for parents and guardians to participate in planning processes rather than only receiving information after decisions have been made.

3.7 Inclusive Classroom Practices
Implementation: GHC partially implemented this action through several related instructional and student support systems designed to improve access, differentiation, and inclusive learning environments for students across the TK–12 program. While formal guidelines for inclusive teaching practices were still under development, GHC continued to advance inclusive classroom practices through Understanding by Design, student engagement walkthroughs, structured discourse strategies, EL scaffolds, special education supports, co-teaching models, Learning Labs, Orton-Gillingham training, targeted ELD supports, bilingual tutoring, and ongoing professional learning connected to student engagement and checks for understanding.

At the TK–8 campus, teachers continued work on essential standards, vertical articulation, structured student talk routines, and differentiated supports. At the high school, professional learning focused on student engagement, purposeful questioning, student-generated questions, and the Question Formulation Technique. GHC also continued its partnership with Ensemble Learning to support multilingual learners through structured discourse, language supports, questioning practices, demonstration lessons, classroom walkthroughs, and coaching. For students with disabilities and other students requiring academic support, GHC continued co-teaching models, expanded Learning Lab services, supported special education teachers through Orton-Gillingham training, and added a 0-period Math Skills course to strengthen foundational math readiness.

Substantive Differences: The planned action called for developing guidelines for inclusive teaching practices and assessing implementation across classrooms. In practice, inclusive classroom practices were supported through multiple related systems, but the action was not yet fully formalized as a distinct implementation cycle. At mid-year, administrators were working with teacher leaders from both campuses to identify opportunities for professional learning focused specifically on inclusive practices; however, no formal schoolwide actions or implementation measures had yet taken place. As a result, this action was implemented more indirectly through existing instructional, EL, SPED, SEL, and professional learning structures rather than through a clearly defined set of inclusive classroom guidelines and monitoring tools.

Successes: A key success was that GHC continued to build instructional systems that support access for diverse learners. The Fall 2025 Student Engagement Walkthrough cycle expanded participation and provided classroom observation data that can help identify strengths and next steps in student engagement and instructional access. Professional learning and classroom practice also increasingly emphasized structured student talk, questioning, academic discourse, checks for understanding, and language supports, which are important inclusive practices for multilingual learners, students with disabilities, and students who need additional academic support. In addition, Learning Labs, co-teaching, targeted ELD tutoring, bilingual tutoring, and expanded intervention structures helped provide students with more pathways to access grade-level instruction and receive targeted support.

Challenges: The primary challenge was variability in implementation across grade levels, departments, and classrooms. While many inclusive practices were present through related instructional initiatives, GHC had not yet established a fully coherent schoolwide framework for inclusive classroom practices, Universal Design for Learning, differentiation, and accessibility. Staff feedback and implementation evidence also indicate the need for more job-embedded professional learning that is directly connected to classroom planning, lesson design, assessment, and student support. Moving forward, GHC will need to formalize inclusive classroom guidelines, clarify what inclusive practices should look like across TK–12 classrooms, align professional learning to those expectations, and use classroom walkthroughs, teacher collaboration, and student outcome data to monitor implementation. Continued attention should be given to supporting English Learners, students with disabilities, socioeconomically disadvantaged students, and other learners who need consistent access to rigorous instruction, academic language development, differentiated supports, and inclusive classroom environments.

3.8 Vertical Alignment of Expectations and Communications
Implementation: GHC implemented this action as an ongoing effort to strengthen alignment of expectations, communication practices, and student support systems across the TK–12 program. Administrators from both programs discussed opportunities for cross-program planning time during TK–12 instruction meetings, including when teachers and staff from TK/K–5, grades 6–8, and grades 9–12 could collaborate around shared expectations, instructional practices, communication systems, and student transitions. This work aligned with WASC Goal #4 and the broader schoolwide need to create a more coherent TK–12 experience for students and families.

Although the action focused specifically on culture and communication, implementation was supported by related schoolwide work in instructional coherence, UbD planning, Canvas/Toddle use, SEL implementation, family newsletters, student engagement walkthroughs, and grade-span collaboration. At TK–8, teachers worked through PLC structures to identify essential standards, refine essential questions, and examine expectations across grade levels. At the high school, professional learning and walkthroughs supported shared expectations for student engagement, questioning, and classroom discourse. Across both campuses, newsletters, advisory lessons, Capturing Kids' Hearts, Second Step, counseling supports, and student activities helped communicate expectations and reinforce school culture.

Substantive Differences: The planned action called for developing systems and practices to improve alignment of cultural expectations and communication practices across TK–5, grades 6–8, and grades 9–12. In practice, GHC made progress through administrative planning, instructional alignment, staff collaboration, and communication systems, but a fully developed TK–12 framework for cultural expectations and communication practices had not yet been completed. Implementation was therefore more exploratory and planning-based than fully systemic. The strongest evidence of progress was connected to instructional alignment and communication routines, while alignment of behavior expectations, engagement norms, and school culture language remained an area still developing.

Successes: A key success was that GHC continued to move toward a more coherent TK–12 program. Vertical articulation work at TK–8 helped teachers identify gaps, redundancies, and shifts in rigor across grade levels, resulting in greater clarity around skill progression and preparation for the next stage of learning. High school professional learning and the Student Engagement Walkthrough cycle also strengthened shared expectations for classroom engagement and rigorous student participation. Family communication systems, including regular TK–8 and high school newsletters, helped provide more consistent information to families about academic supports, school events, wellness resources, tutoring, college and career opportunities, and expectations for participation. These efforts contributed to greater alignment in how GHC communicates supports and expectations to students, families, and staff.

Challenges: The primary challenge was that vertical alignment of culture, behavior expectations, and communication practices remained less developed than instructional alignment. Staff and educational partner feedback identified a continued need for clearer communication about schoolwide initiatives, policies, expectations, and decision-making processes. Feedback also pointed to the need for more consistency in discipline practices, behavior systems, grading expectations, student engagement norms, and opportunities for staff input. Grade-level and department reflections also showed that teams need more structured collaboration time to align expectations, analyze data, support transitions, and develop consistent approaches across classrooms and grade spans. Moving forward, GHC will need to formalize a clearer TK–12 expectations framework, create more structured cross-grade and cross-campus collaboration time, align language around student behavior and engagement, and strengthen communication systems so that students, families, teachers, and staff experience greater consistency across the full TK–12 program.

3.9 Los Angeles School Police
Implementation: GHC implemented this action as planned by maintaining its partnership with Los Angeles School Police to provide an additional layer of safety, emergency response, guidance, and support across the TK–12 program. The partnership supported two large campuses with more than 6,000 students and provided assistance to school administration, the Dean's Office, campus supervision teams, and other staff when students required additional support, intervention, or resources. This action also supported campus safety during regular school operations and large school events. At mid-year, the action was reported as ongoing implementation, with the partnership fully staffed and trained.

Substantive Differences: There were no major substantive differences between the planned action and actual implementation. GHC maintained the planned partnership with Los Angeles School Police and continued using it as part of the school's broader safety and supervision system. The implementation remained aligned to the action's original purpose: strengthening safety, supporting emergency preparedness, assisting with complex student needs, and providing additional support for large events and campus operations. While the action was implemented, mid-year documentation did not include additional incident-level outcome data beyond staffing and training status.

Successes: A key success was the stability of the partnership and its integration into GHC's larger campus safety infrastructure. GHC's safety system includes school police support, discipline and attendance deans, campus aides, private security, visitor management systems, safety cameras, emergency supplies, monthly Safety Committee meetings, safety drills, and annual safety plan review. This multi-layered approach helped GHC maintain safe and orderly campuses while supporting student needs, emergency preparedness, and large-event supervision. The 2025 California School Dashboard also showed improvement in suspension rate, with GHC declining from 1.6% in 2024 to

1.1% in 2025 and earning a Green rating, with no student groups receiving Red, Orange, or Yellow ratings for suspension. This suggests that safety and student behavior systems, including this partnership as one component, contributed to a safer and more stable school climate.

Challenges: The primary challenge is ensuring continued transparency and community trust regarding the role of police in schools. While the partnership provides important safety and emergency support, educational partner feedback related to school climate, discipline fairness, student behavior systems, and school safety indicates the need for ongoing communication about how safety decisions are made and how students are supported. Continued dialogue with students, families, staff, and advisory groups will help ensure that the role of Los Angeles School Police is clearly understood, aligned with GHC's student-centered values, and connected to restorative, supportive, and equitable approaches to student safety. Moving forward, GHC should continue monitoring safety data, suspension data, attendance data, student and family survey feedback, and stakeholder input to evaluate the effectiveness of the partnership and maintain alignment with community expectations.

3.10 School Facilities Maintenance
Implementation: GHC implemented this action as planned by providing functional school facilities, custodial and maintenance staffing, office and operational support, contracts, supplies, inspections, and repair systems to maintain safe, clean, and usable learning environments across both campuses. Facilities and operations staff supported classrooms, restrooms, athletic spaces, outdoor areas, offices, and campus grounds through daily inspections, scheduled maintenance, custodial services, work order responses, pest mitigation, safety checks, and corrective actions aligned to Facilities Inspection Tool findings.

The December 2025 Facilities Inspection Tool report rated GHC's overall facility condition as "Good." Systems reviewed through the FIT process were rated "Good" across major areas including gas/mechanical/HVAC/sewer systems, interior surfaces, cleanliness, electrical, restrooms/fountains, and safety, including fire safety and hazardous materials. The report also noted that 100% of restrooms were in good working order at the time of publication. GHC continued quarterly replacement of MERV-13 HVAC filters, coordination with LAUSD on gas regulator replacement to improve heating during colder months, electrical replacement planning, roof maintenance and replacement planning, and repairs to external areas such as asphalt cracks that may create tripping hazards. GHC also added outdoor seating, including benches and tables, at both campuses to improve campus usability.

Substantive Differences: There were no major substantive differences between the planned action and actual implementation. GHC maintained the facilities, custodial, maintenance, operations, and contract support identified in the LCAP. Some facilities work required continued coordination with LAUSD and longer-term planning, including electrical replacement, roof maintenance, gas regulator replacement, and external-area repairs. As a result, some corrective actions remained in progress rather than fully completed during the reporting period.

Successes: A major success was that GHC maintained safe, clean, and functional facilities across a large TK–12 school environment. The overall "Good" FIT rating, fully functioning restrooms, daily inspections, 20 custodians, scheduled maintenance program, safety testing, pest mitigation, and work order process all demonstrate that facilities maintenance systems were functioning effectively. Facilities work also supported school culture and safety by maintaining classrooms, restrooms, grounds, athletic areas, outdoor spaces, and high-use areas needed for instruction, supervision, student activities, and daily operations. Specific safety improvements, such as visible painting of physical education poles and other corrective actions, helped reduce hazards and improve student safety in active campus spaces.

Challenges: The main challenges involved responding to wear-and-tear in high-use areas, addressing longer-term facilities needs, and ensuring equitable upkeep across both campuses. External areas rated “Fair” required continued attention to asphalt cracks and other potential tripping hazards, and structural issues such as roof leaks required continued coordination with LAUSD. The size and complexity of GHC’s campuses also require ongoing monitoring so that classrooms, restrooms, outdoor spaces, athletic areas, and shared student spaces remain safe, clean, and accessible. Moving forward, GHC will continue using FIT findings, daily inspections, work orders, maintenance schedules, safety testing, and educational partner feedback to prioritize repairs, address high-use areas, improve campus usability, and maintain equitable facilities conditions across the TK–8 and high school programs.

3.11 Classified Staffing
Implementation: GHC implemented this action as planned by maintaining classified staffing across human resources, campus supervision, attendance, student activities, the Business Office, parent outreach, and other operational areas that support the daily functioning of the TK–12 program. Classified staff supported front office operations, student and family communication, attendance monitoring, campus supervision, student activities, business and operational services, event support, parent outreach, and coordination with certificated staff and administrators. At mid-year, all positions connected to this action were fully staffed and trained, and implementation was reported as ongoing.

Substantive Differences: There were no major substantive differences between the planned action and actual implementation. GHC maintained the classified staffing structure identified in the LCAP and used these positions to support daily operations, school safety, student services, family communication, attendance systems, activities, and school-community connection. While staffing was maintained, additional data and evidence regarding role-specific impact were still in progress, which indicates a need to strengthen how the school documents the connection between classified staffing, student support, family service, campus operations, and school climate outcomes.

Successes: A major success was that classified staff contributed to a safe, welcoming, and operationally stable school environment. Office staff, campus aides, attendance staff, business office staff, student activities staff, and parent outreach staff helped sustain the systems that allow students, families, teachers, and administrators to access support throughout the school day. Classified staff also played an important role in supporting school climate by helping families navigate school information, assisting with attendance and communication, supporting student supervision, contributing to events and activities, and maintaining the daily routines needed for a large TK–12 school community. Their presence helped reinforce adult visibility, responsiveness, and student support across both campuses.

Challenges: The primary challenges were connected to professional learning, communication, and role clarity. Prior staff feedback showed that classified professional development needs to be more targeted and role-specific, especially for staff whose responsibilities differ significantly across offices, supervision, attendance, student activities, operations, and parent-facing roles. Broader staff survey feedback also identified continued needs related to communication, opportunities for input, clarity of schoolwide initiatives, consistency in discipline and behavior systems, and implementation support. Moving forward, GHC will continue refining professional development for classified staff so that training is differentiated by role and connected to daily responsibilities, including student support, family communication, safety procedures, attendance practices, restorative and SEL-informed interactions, customer service, confidentiality, emergency response, and schoolwide expectations. GHC will also continue strengthening communication systems and role clarity so classified staff are fully included in implementation planning and equipped to support students, families, and staff consistently across both campuses.

3.12 Staffing for Activities and Outreach

Implementation: GHC implemented this action as planned by maintaining staffing and program support for activities, outreach, communications, athletics, family engagement, and school-community events. This included support connected to the Outreach Coordinator, webmaster, social media, Activities Office, Athletic Director, classified staffing, program support, and service contracts. These positions and resources helped plan, communicate, and implement school activities, student events, athletics, outreach efforts, family engagement opportunities, student recognition, and schoolwide communications across the TK–12 program. At mid-year, all positions connected to this action were fully staffed and trained, and implementation was reported as ongoing. Substantive Differences: There were no major substantive differences between the planned action and actual implementation. GHC maintained the staffing and support structures identified in the LCAP. While the action was implemented as planned, additional outcome evidence related specifically to participation rates, event attendance, student subgroup participation, and outreach impact was still in progress. Moving forward, GHC would benefit from more systematic tracking of activity participation, outreach reach, and student/family engagement across grade levels and programs. Successes: A major success was that activities and outreach staffing helped sustain school connectedness, school pride, and student engagement across a large TK–12 community. Students participated in school activities, athletics, service, student leadership, clubs, performances, and schoolwide events through ASB, TK–8 Student Council, LINK Crew, Student Services Committee, PTSA updates, Governing Board updates, and other leadership structures. Families also remained connected through PTSA meetings, volunteer opportunities, newsletters, student activity updates, school events, athletics, fundraisers, staff appreciation, and school-community partnerships. These efforts supported belonging, student voice, school spirit, and family-school connection. Activities and outreach staffing also helped ensure that communication about events, supports, surveys, deadlines, and engagement opportunities reached students and families through multiple platforms. Challenges: The main challenges were staffing capacity, scheduling, and equitable access. Evening, weekend, athletic, and large-scale school events require significant coordination, supervision, communication, and logistical support. As a result, staffing availability can become a limitation, particularly when multiple events, athletics, performances, competitions, or community activities occur at the same time. Another challenge is balancing extracurricular participation with students' academic responsibilities, workload, wellness, and family schedules. Educational partner feedback also showed that students value activities and extracurricular opportunities, but continued attention is needed to ensure that all students—not only those already connected to leadership, clubs, athletics, or performing arts—can access activities that help them feel included and connected. Moving forward, GHC will continue strengthening activity and outreach systems by improving coordination, tracking participation, expanding access for underrepresented students, supporting staff who supervise events, and ensuring that school spirit and outreach activities contribute to belonging, engagement, wellness, and school culture across both campuses.

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

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. This action was effective in helping GHC make progress toward Goal #3 because it provided multiple, ongoing ways for educational partners to share feedback about school climate, safety, communication, belonging, student support, and school operations. Possip Pulse Checks, the Spring 2026 School Climate Survey, SSC/LCAP Advisory, ELAC, PTSA meetings, standing committees, student leadership structures, and newsletters gave GHC timely and actionable information that informed school planning and LCAP refinements.

Possip data showed continued strong family satisfaction, with 94% of respondents reporting that they were happy or mostly happy with GHC at mid-year. The school administered 8 Pulse Checks, heard from 1,970 cumulative voices, and used feedback to identify praise, concerns, and recurring themes across grade levels and programs. Weekly TK–8 and high school newsletters also supported this action by keeping families informed about academic supports, wellness resources, parent workshops, school safety reminders, student activities, PTSA opportunities, college and career events, community resources, and opportunities to provide input.

This action was especially effective because feedback was not limited to one survey or one group of educational partners. Students, families, teachers, staff, and administrators all had opportunities to review data, identify needs, and provide input. Feedback gathered through these structures influenced LCAP planning related to academic support, student engagement, school climate, communication, safety, wellness, college and career readiness, discipline, family partnership, and equitable access to school supports.

The action should continue because the data also identified areas for improvement. Educational partners requested clearer and more centralized communication, stronger feedback loops, more timely follow-up, continued attention to student voice, and deeper inclusion of underrepresented families and students in decision-making. Moving forward, GHC should continue using these tools while strengthening outreach to families and students who are less likely to participate, clarifying how feedback is reviewed and used, and communicating back to educational partners how their input shapes school decisions.

3.2 Discipline Deans, Campus Aides, and Attendance Office Staffing
Effectiveness: Effective, with continued areas for refinement. This action was effective in helping GHC make progress toward Goal #3 because Discipline Deans, Campus Aides, Attendance Office staff, and security support contributed to a safer and more supervised school environment across the TK–12 program. At mid-year, the action was fully staffed and trained, and these positions supported daily supervision, attendance monitoring, student accountability, family communication, and timely response to student behavior and safety concerns.

The strongest evidence of effectiveness is the improvement in suspension outcomes. GHC’s suspension rate decreased from 1.6% in 2024 to 1.1% in 2025, earning a Green performance rating on the California School Dashboard. No student group received a Red, Orange, or Yellow rating for suspension rate, which reflects progress from the prior year and suggests that the school’s supervision, discipline, and support systems helped reduce exclusionary discipline overall.

The action should continue because it remains essential to maintaining safe campuses, supporting students and staff, and responding quickly to in-class and out-of-classroom concerns. However, continued refinement is needed. Educational partner feedback showed that students, teachers, and staff generally reported that GHC is safe, but concerns remain about discipline fairness, consistency in how behavior concerns are handled, and whether students are treated fairly when rules are broken. Families also identified operational concerns related to attendance communication, traffic, arrival and dismissal, lunch lines, and daily routines that affect perceptions of school climate and safety.

Moving forward, GHC should continue funding this action while strengthening alignment between discipline, attendance, supervision, SEL, and restorative practices. Next steps should include clearer communication of expectations, more consistent implementation of behavior systems across grade spans, continued review of suspension and referral data by student group, and additional training for staff who support supervision, discipline, attendance, and student behavior. This will help ensure that the action not only maintains safety, but also strengthens fairness, belonging, student support, and trust across the school community.

3.3 SEL Curriculum Integration
Effectiveness: Effective. This action was effective in helping GHC make progress toward Goal #3 because it provided a schoolwide structure for supporting student wellness, belonging, relationships, and social-emotional recovery. GHC continued implementing Second Step at the TK–8 campus and Capturing Kids' Hearts at the high school, giving students and staff common tools for relationship-building, self-awareness, respectful communication, and positive school culture.

At the high school, CKH implementation was supported through training for new teachers and staff, monthly Process Champion meetings, collaboration with other CKH schools, continued contract support, and planned coaching visits to provide feedback and identify areas for refinement. At TK–8, SEL lessons were delivered weekly in TK–5 advisory, while grades 6–8 received weekly virtual SEL lessons with support from the counseling team. These structures helped embed SEL into regular school routines rather than limiting it to isolated lessons or events.

The action was also effective because student support and Wellness Center data show a continued need for proactive SEL systems. During the 2025–2026 school year, the Wellness Center documented 572 students seen, 325 new intakes, 2,280 one-on-one student meetings, and 2,499 total documented units of service. In addition, the Wellness Center expanded prevention and engagement through workshops, community partnerships, and the 4th Annual Wellness and Mental Health Community Fair, which served approximately 1,050 students. These data demonstrate that students continue to need social-emotional, wellness, and relationship-based supports, and SEL curriculum integration provides an important universal layer of support before students require more intensive intervention.

This action should continue because it supports student well-being, school connectedness, positive peer and adult relationships, and reduced barriers to learning. However, continued refinement is needed to ensure consistent delivery across grade spans and classrooms. Implementation currently looks different across TK–5, grades 6–8, and grades 9–12, and GHC should continue strengthening shared expectations, teacher support, feedback loops, and alignment between SEL lessons, counseling services, school climate data, discipline practices, and student belonging goals. Moving forward, SEL should remain a core strategy for supporting school culture, safety, wellness, and inclusive student engagement across the full TK–12 program.

3.4 Training and Professional Development for DEI
Effectiveness: Moderately effective. This action helped GHC make progress toward Goal #3 by continuing to build staff awareness and capacity around diversity, equity, inclusion, SEL, inclusive language, identity-affirming practices, and legal responsibilities connected to supporting students and families. Professional development supported the broader goal of maintaining a safe, welcoming, and inclusive school environment for all educational partners. Continued access to Dora Dome Law also provided GHC with a resource for additional training as needed, particularly in areas related to gender identity, student rights, and support for students with disabilities.

The action was moderately effective because it contributed to awareness-building and aligned with other Goal #3 actions related to SEL integration, inclusive classroom practices, student belonging, family communication, and equitable school culture. However, available mid-year evidence did not yet show a fully developed cycle of implementation, follow-up, and measurement of impact. The action was ongoing, but additional data were not reported regarding staff participation, changes in practice, or the degree to which training was applied consistently across classrooms, offices, supervision settings, and schoolwide systems.

Staff feedback also indicates that this action needs further refinement. Teachers and staff generally affirmed GHC's academic expectations and school safety, but survey results showed lower ratings for professional learning, especially school-led professional development. Staff also requested clearer communication, stronger implementation support, and more opportunities for input. These results suggest that DEI professional development should continue, but with more applied, job-embedded follow-up and differentiation by role.

Moving forward, GHC should continue this action while strengthening its design. Professional development should be differentiated for certificated staff, classified staff, administrators, campus supervision staff, office staff, and family-facing roles. Training should also move beyond awareness-building toward practical application, including inclusive classroom routines, culturally responsive communication, equitable discipline practices, restorative responses, SEL-informed interactions, and consistent support for students across diverse identities, needs, and backgrounds. Effectiveness would be strengthened by tracking participation, gathering staff feedback after sessions, identifying implementation expectations, and using climate survey data, discipline data, and classroom or campus observations to determine whether training is improving school culture and safety.

3.5 Student-Led Inclusion Initiatives
Effectiveness: Effective. This action was effective in helping GHC make progress toward Goal #3 because it expanded opportunities for students to lead, participate, and contribute to school culture, belonging, and inclusion. Student-led work occurred through TK–8 Student Council, high school ASB, LINK Crew, student clubs, student leadership structures, and other student voice opportunities. GHC also maintained nearly 200 student-led clubs that met before school, during lunch, and after school, giving students multiple ways to connect around shared interests, identities, service, culture, leadership, and school spirit.

This action strengthened student connection by giving students a more active role in shaping school culture. Student representatives participated in SSC/LCAP Advisory, Student Services Committee, PTSA, Governing Board updates, Curriculum and Instruction, Operations, ASB, clubs, and other leadership structures. Through these forums, students provided feedback and proposals related to school spirit, club participation, student performances, schoolwide announcements, athletics, service, recognition, extracurricular access, and school belonging. LINK Crew activities, including Cookies and Cram, also supported peer connection and helped students build relationships around academic and social support.

The action should continue because student feedback identified extracurricular opportunities, supportive adults, school safety, and school connectedness as strengths. Student-led inclusion initiatives help reinforce those strengths by creating opportunities for students to lead community-building work rather than only participate in adult-designed activities.

Continued refinement is needed to ensure broader representation. While student leadership structures were active, GHC should continue working to include students who may not already be connected to ASB, Student Council, clubs, athletics, performing arts, or other formal leadership pathways. Survey feedback also identified peer respect, student engagement, workload and stress, lunch/recess experiences, discipline fairness, and opportunities for students to be heard as areas for continued growth. Moving forward, GHC should continue this action while creating more intentional systems to recruit diverse student voices, support underrepresented students in leadership roles, and connect student-led inclusion work to measurable goals for belonging, peer respect, cultural awareness, and schoolwide connection.

3.6 Parent and Guardian Involvement
Effectiveness: Moderately effective. This action was moderately effective in helping GHC make progress toward Goal #3 because the school maintained multiple structures for parent and guardian communication, engagement, and feedback. Families were engaged through SSC/LCAP Advisory, ELAC, TK–8 and high school PTSA, weekly newsletters, parent workshops, Possip Pulse Checks, the Spring 2026 School Climate Survey, volunteer opportunities, and school-community events. These structures helped families stay informed about school priorities, academic supports, assessment schedules, student wellness resources, school safety reminders, college and career opportunities, tutoring, parent education, and engagement opportunities.

The action was also effective in expanding access to family-facing supports. Newsletter artifacts documented multilingual family resources, including Care Solace access, immigration and educational rights resources, Factor Online Parent Academy sessions offered in English, Spanish, and Armenian, cyber safety workshops in English and Spanish, 24/7 Tutor.com access, ELD tutoring with bilingual tutors, and belonging-focused PTSA communications such as Reflections with the theme “I Belong.” These efforts supported family access, student engagement, and learning recovery at home.

However, the action remains only moderately effective because family feedback indicates that communication and participation structures have not yet fully translated into deeper inclusion in decision-making. Families reported feeling respected and informed at relatively strong levels, but only 63% reported feeling that their input was welcomed. This suggests that while families receive information and have opportunities to provide feedback, GHC needs to strengthen the feedback loop so families can more clearly see how their input is reviewed, considered, and used to shape decisions.

Moving forward, GHC should continue this action while deepening authentic family partnership. Next steps should include increasing outreach to underrepresented families, clarifying how family feedback informs decisions, communicating back to families after surveys and meetings, and creating more intentional opportunities for parents and guardians to participate in planning before decisions are finalized. Strengthening two-way communication and shared decision-making will help this action more fully support school culture, safety, belonging, and family trust.

3.7 Inclusive Classroom Practices
Effectiveness: Moderately effective. This action was moderately effective in helping GHC make progress toward Goal #3 because it supported the school’s continued focus on access, equity, differentiation, and inclusive instructional practices. Inclusive practices were advanced through related schoolwide efforts, including Understanding by Design, structured student discourse, checks for understanding, EL scaffolds, co-teaching models, Learning Labs, Orton-Gillingham training, targeted ELD supports, bilingual tutoring, and professional learning connected to student engagement and language-rich instruction.

The action contributed to progress by helping strengthen instructional access for multilingual learners, students with disabilities, and students needing additional academic support. At the TK–8 campus, structured student talk routines supported participation, language development, and real-time checks for understanding. At the high school, professional learning focused on questioning practices, student-generated questions, and student engagement. The Fall 2025 Student Engagement Walkthrough cycle also helped GHC gather classroom-based evidence and build shared understanding of effective instructional practices.

However, the action remains only moderately effective because the planned work of developing formal guidelines for inclusive teaching practices and assessing implementation across classrooms was not yet fully realized. At mid-year, administrators were still working with teacher-leaders from both campuses to identify professional learning opportunities focused on inclusive practices, and no additional outcome data were reported for the action. Survey feedback, classroom observation evidence, and grade-level reflections also indicate that implementation remains uneven across classrooms, departments, and grade spans.

This action should continue with a stronger implementation structure. Moving forward, GHC should formalize TK–12 inclusive classroom guidelines, provide more job-embedded professional learning and coaching, and connect inclusive practices directly to lesson planning, assessment, classroom routines, student engagement, differentiation, Universal Design for Learning, and academic intervention. Effectiveness would be strengthened by using classroom walkthrough data, teacher collaboration, student outcome data, and educational partner feedback to monitor whether inclusive practices are being implemented consistently and improving access for English Learners, students with disabilities, socioeconomically disadvantaged students, and other learners who need targeted support.

3.8 Vertical Alignment of Expectations and Communications
Effectiveness: Partially effective. This action was partially effective in helping GHC make progress toward Goal #3. GHC made meaningful progress in related areas of instructional alignment, shared expectations for student engagement, and communication systems, but the school has not yet developed a fully consistent TK–12 system for cultural expectations, behavior norms, communication practices, and common language across grade spans.

The action contributed to progress because GHC continued building coherence through UbD, Canvas/Toddle implementation, structured discourse, student engagement walkthroughs, SEL implementation, and regular family communications. At the TK–8 campus, teachers used PLC structures to identify essential standards, refine essential questions, and examine expectations across grade levels. This helped teams identify gaps, redundancies, and shifts in rigor, resulting in stronger clarity around skill progression and preparation for the next stage of learning. At the high school, professional learning and the Student Engagement Walkthrough cycle helped develop a more coherent approach to student engagement, questioning, and classroom participation. These efforts supported greater alignment in instructional expectations.

However, the action remains only partially effective because the specific work of aligning cultural expectations and communication practices across TK/K–5, grades 6–8, and grades 9–12 is still developing. At mid-year, administrators from both programs had discussed identifying opportunities for cross-program planning time during TK–12 instruction meetings, but no additional outcome data were available. This indicates that the work has begun, but it has not yet resulted in a formal TK–12 framework or consistent implementation system.

Educational partner feedback also shows why this action should continue. Students, families, teachers, and staff generally reported that GHC is safe and supportive, but feedback identified continued needs related to clearer communication, consistent expectations, discipline fairness, student engagement, grading transparency, staff input, and schoolwide implementation clarity. Grade-level and department reflections also showed that teams need more structured collaboration time to align expectations, analyze student data, support transitions, and strengthen consistency across classrooms and grade spans.

Moving forward, GHC should continue this action with a more defined implementation plan. Next steps should include developing a shared TK–12 expectations framework, identifying common language for behavior and engagement norms, creating structured collaboration time across grade spans and campuses, aligning communication practices for students and families, and using staff, student, and family feedback to monitor consistency. Strengthening this action will help students, families, teachers, and staff experience a more coherent TK–12 culture across both campuses.

3.9 Los Angeles School Police
Effectiveness: Effective. This action was effective in helping GHC make progress toward Goal #3 because the Los Angeles School Police partnership provided an additional layer of safety, emergency preparedness, guidance, and support across GHC's large TK–12 school community. At mid-year, the action was reported as ongoing, fully staffed, and trained. The partnership supported the school's broader safety system, which also includes discipline deans, attendance deans, campus aides, private security personnel, visitor management systems, campus cameras, emergency supplies, safety drills, and monthly Safety Committee meetings.

The action was effective because it helped GHC maintain stable safety structures and provided support to administration and the Dean's Office when students required additional assistance, intervention, or resources. The partnership also supported large school events and contributed to the school's ability to respond quickly and appropriately to safety concerns. This is especially important given the size of GHC's two campuses and the range of student needs across TK–12.

This action should continue because school safety remains a foundational condition for student learning, belonging, and engagement. The 2025 Dashboard also showed improved suspension outcomes, with the schoolwide suspension rate decreasing from 1.6% to 1.1% and no student group receiving a Red, Orange, or Yellow rating for suspension. While this outcome cannot be attributed to this action alone, it suggests that GHC's broader safety, supervision, and student support systems are contributing to a safer and more stable school climate.

Continued refinement is recommended to maintain transparency and trust. Educational partner feedback shows that students, families, teachers, and staff generally view GHC as safe, but also identified continued needs related to discipline fairness, behavior systems, communication, and consistent expectations. Moving forward, GHC should continue stakeholder dialogue about the role of campus police, clearly communicate how the partnership supports student safety and well-being, and monitor safety data, suspension data, school climate survey results, and family/student feedback to ensure the partnership remains aligned with GHC's student-centered, supportive, and equitable approach to school culture and safety.

3.10 School Facilities Maintenance
Effectiveness: Effective. This action was effective in helping GHC make progress toward Goal #3 because clean, safe, and functional facilities are essential to maintaining a positive school climate and supporting student learning, supervision, wellness, and daily operations across both campuses. The December 2025 Facilities Inspection Tool report rated GHC's overall facility condition as "Good," with major areas such as systems, interior surfaces, cleanliness, electrical, restrooms/fountains, and safety also rated "Good." This indicates that GHC maintained facilities that supported safe and effective school operations.

The action was also effective because GHC maintained strong day-to-day facilities systems. Campuses were inspected daily by on-site maintenance personnel, 20 custodians supported clean and functional classrooms, restrooms, and campus grounds, and the work order process prioritized emergency repairs. The FIT narrative also noted that 100% of restrooms were in good working order at the time of publication. These systems helped ensure that students, staff, families, and visitors experienced campuses that were generally safe, clean, and well-maintained.

Facilities maintenance also supported continuous improvement. GHC continued quarterly replacement of MERV-13 HVAC filters, worked with LAUSD on gas regulator replacement to improve heating during colder months, continued planning for electrical and roof maintenance needs, addressed pest mitigation and safety testing, and added outdoor seating at both campuses to improve campus usability. These efforts contributed to a stronger school environment and supported the broader goal of creating safe, welcoming, and functional spaces for students and staff.

This action should continue because facilities needs remain ongoing in a large TK–12 school system. Challenges include responding to normal wear-and-tear in high-use areas, repairing external areas such as asphalt cracks that may create tripping hazards, addressing roof leaks and other longer-term structural needs, and ensuring equitable upkeep across the TK–8 and high school campuses. Moving forward, GHC should continue using FIT findings, inspection logs, maintenance schedules, work orders, safety testing records, and educational partner feedback to prioritize repairs, monitor campus conditions, and ensure that all students have access to clean, safe, and supportive learning environments.

3.11 Classified Staffing
Effectiveness: Moderately effective. This action was moderately effective in helping GHC make progress toward Goal #3 because classified staff played an important role in maintaining safe, welcoming, and functional school environments across the TK–12 program. Office staff, campus aides, attendance staff, student activities staff, Business Office staff, human resources staff, and parent outreach staff supported daily operations, family communication, student supervision, attendance monitoring, school events, and access to school services. At mid-year, positions connected to this action were fully staffed and trained, which helped sustain the adult presence and operational support needed for a large school community.

The action was effective in supporting campus culture and safety because classified staff are often the first point of contact for students, families, and visitors. Their work helped maintain routines, support schoolwide communication, monitor student movement, respond to student and family needs, and contribute to a positive and orderly school environment. Classified staff also supported broader Goal #3 priorities related to school safety, attendance, activities, communication, family engagement, and student belonging.

However, the action remains only moderately effective because staffing alone does not ensure consistent implementation across all roles and campuses. Prior feedback on classified professional development was mixed, with stronger ratings from high school staff than TK–8 staff, and staff feedback pointed to the need for more relevant, role-specific, and practical training. Broader staff survey results also identified continued needs related to communication, opportunities for input, implementation clarity, feeling valued, and consistency in schoolwide systems.

Moving forward, GHC should continue funding this action while strengthening professional learning, communication, and role clarity for classified employees. Training should be differentiated by position and connected to daily responsibilities, including family communication, student supervision, attendance procedures, safety protocols, confidentiality, SEL-informed interactions, restorative and equitable behavior support, customer service, and emergency response. Effectiveness would be strengthened by documenting participation in role-specific training, gathering classified staff feedback, clarifying expectations across departments, and ensuring classified employees are included in schoolwide communication and implementation planning.

3.12 Staffing for Activities and Outreach
Effectiveness: Effective. This action was effective in helping GHC make progress toward Goal #3 because staffing for activities, outreach, communications, athletics, student activities, social media, and program support helped strengthen school connectedness, student engagement, family communication, and school pride across the TK–12 program. These positions and supports helped GHC plan, communicate, and implement student activities, athletics, service opportunities, schoolwide events, family engagement opportunities, student recognition, and community-building experiences.

The action contributed positively to school culture because students and families continued to identify clubs, athletics, performing arts, student leadership, school events, enrichment, and extracurricular opportunities as important strengths. Student leaders participated through ASB, TK–8 Student Council, Student Services Committee, PTSA updates, Governing Board updates, clubs, athletics, service, and student recognition structures. These opportunities helped students connect to campus life, build peer relationships, develop leadership skills, and contribute to school spirit.

Activities and outreach staffing also supported family engagement and communication. PTSA structures, weekly newsletters, parent updates, school events, volunteer opportunities, fundraising, staff appreciation, and student activity communications helped families stay connected to school priorities and opportunities for participation. TK–8 PTSA events such as the New Student Meet and Greet, Ice Cream Social, Fall Festival, Glow Jam, Read-A-Thon, Reflections, Spring STEAM Festival, and Teacher Appreciation Week supported student belonging and school-community connection. At the high school, outreach and activities structures supported athletics, clubs, performances, school spirit activities, student recognition, and community events.

This action should continue because it provides the staffing and coordination needed to make student engagement and school culture visible and accessible. Some constraints remain, especially related to staffing evening, weekend, athletic, performance, and large-scale events. GHC should also continue monitoring whether students from all backgrounds and grade levels are equitably participating in activities and outreach opportunities. Moving forward, effectiveness would be strengthened by tracking participation across programs and student groups, improving event coordination, supporting staff who supervise activities, and expanding access for students who are not already connected to clubs, leadership, athletics, or performing arts. Overall, this action contributed positively to student engagement, family connection, school pride, and a stronger sense of belonging across both campuses.

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 were made to the planned goal, metrics, target outomes, or actions for the coming year that resulted from reflections on prior practice.

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	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, providng materials and resources for high school and TK-8 Parent-Teacher School Associations, and etc. Staffing and resources for the communications department. Recommended LREBG-Funded Actions: Enables data collection on student connectedness, belonging, and recovery-focused supports.	$814,518.00	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.	$2,224,954.00	Yes
3.3	SEL Curriculum Integration	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. This action is from Goal #2 of the WASC Schoolwide Action Plan. Recommended LREBG-Funded Actions: Supports students' social-emotional recovery and mental health needs, especially for historically underserved groups.	$305,072.00	No
3.4	Training and Professional Development	Conduct regular training sessions for staff on diversity, equity, inclusion, and SEL practices. This action is from Goal #2 of the WASC Schoolwide Action Plan.	$209,781.00	No
3.5	Student-Led Inclusion Initiatives	Establish a student-led committee to propose and execute diversity and inclusion initiatives.	$28,256.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is from Goal #2 of the WASC Schoolwide Action Plan.		
3.6	Parent and Guardian Involvement	Establish regular communication channels with parents and guardians regarding diversity, equity, and inclusion initiatives. This action is from Goal #2 of the WASC Schoolwide Action Plan. Recommended LREBG-Funded Actions: Empowers families with the tools to support students' learning recovery and engagement at home.	$123,338.00	No
3.7	Inclusive Classroom Practices	Develop guidelines for inclusive teaching practices and assess their implementation across all classrooms. This action is from Goal #2 of the WASC Schoolwide Action Plan. Recommended LREBG-Funded Actions: Advances UDL, differentiation, and instructional access to support equity in recovery.	$231,130.00	No
3.8	Vertical Alignment of Expectations and Communications	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. This action aligns with Goal #4 and it's associated Growth Targets of the WASC Schoolwide Action Plan.	$42,742.00	No
3.9	Los Angeles School Police	Partnership with Los Angeles School Police to assist with students who require additional needs and support.	$555,045.00	Yes
3.10	School Facilities Maintenance	Provide functional school facilities; custodial/maintenance, office staff, etc., and operations and contracts/supplies.	$13,010,234.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Classified Staffing	Office staff in human resources, campus aides, attendance, student activities, the Business Office, and parent outreach.	$3,016,970.00	No
3.12	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.	$2,313,553.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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.

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,574,911	$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
10.021%	0.000%	$0.00	10.021%

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
1.3	**Action:** Services for Unduplicated Students **Need:** Supporting the language needs of students identified as English Learners as well as the out-of-classroom needs of students identifed as being Foster Youth, such as access to mental health services, etc.	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
	Scope: LEA-wide Schoolwide		
1.4	**Action:** Summer School Programming **Need:** 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. **Scope:** 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	**Action:** Academic Assessments **Need:** 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	Internal 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
	Scope: Schoolwide		
1.7	**Action:** Student Support and Interventions **Need:** Students who struggle in their classes need additional academic support via tutoring or other Tier 1 interventions. **Scope:** 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	**Action:** Health and Wellness Support **Need:** 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. **Scope:** 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	**Action:** 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
	Need: GHC serves over 6,000 students and the need to solict feedback in a timely, organized, and efficient manner is crucial for improving teaching and learning. **Scope:** LEA-wide	programming, events, and other student, staff, and teacher needs.	
3.2	**Action:** Discipline Deans, Campus Aides, and Attendance Office Staffing **Need:** 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. **Scope:** LEA-wide	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	**Action:** Los Angeles School Police **Need:** 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.	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
	Scope: 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
1.3	**Action:** Services for Unduplicated Students **Need:** Supporting the language needs of students identified as English Learners as well as the out-of-classroom needs of students identifed as being Foster Youth, such as access to mental health services, etc. **Scope:** Limited to Unduplicated Student Group(s)	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	55:1	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	10:1	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.

2026-27 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	75,592,517	7,574,911	10.021%	0.000%	10.021%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$48,683,874.78	$12,159,015.00	$769,006.00	$6,309,330.00	$77,418,051.00	$46,288,090.00	$31,129,961.00

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	$600,000.00	$211,025.00	$645,000.00			$166,025.00	$811,025.00	0.00%
1	1.2	Special Programs Services	Students with Disabilities	No			All Schools	Ongoing	$18,057,661.00	$3,732,372.00	$13,466,439.00	$5,075,720.00	$231,000.00	$3,016,874.00	$21,790,033.00	0.00%
1	1.3	Services for Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,500,000.00	$650,000.00	$1,750,000.00	$400,000.00			$2,150,000.00	2.93%
1	1.4	Summer School Programming	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,226,081.00	$440,000.00	$1,386,081.00	$280,000.00			$1,666,081.00	1.89%
1	1.5	CTE - Staff, Materials, and Supplies	All	No			All Schools	Ongoing	$2,630,002.00	$479,785.00	$2,859,518.00	$250,269.00			$3,109,787.00	0.00%
1	1.6	Academic Assessments	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High School Program Grade 9 through Grade 12.	Ongoing	$748,803.00	$1,325,905.00	$2,074,708.00				$2,074,708.00	2.83%
1	1.7	Student Support and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,237,532.00	$3,523,911.00	$4,438,532.00	$936,480.00		$1,386,431.00	$6,761,443.00	4.78%
1	1.8	Vertical Alignment of Curriculum, Instruction, and Assessment	All	No			All Schools	Ongoing	$248,000.00	$3,000.00	$251,000.00				$251,000.00	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
1	1.9	Technology and Data Processing	All	No			All Schools	Ongoing	$3,279,205.00	$1,411,537.00	$4,267,505.00	$423,237.00			$4,690,742.00	0.00%
1	1.10	Curriculum and Supplemental Resources	All	No			All Schools	Ongoing	$0.00	$3,014,545.00	$903,129.00	$2,111,416.00			$3,014,545.00	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	$2,582,729.00	$457,000.00	$2,225,723.00	$300,000.00	$514,006.00		$3,039,729.00	3.04%
2	2.2	College and Career Counseling Program	All	No			All Schools	Ongoing	$730,472.00	$205,000.00	$935,472.00				$935,472.00	0.00%
2	2.3	Student Meals	All	No			All Schools	Ongoing	$2,381,893.00	$1,740,000.00		$2,381,893.00		$1,740,000.00	$4,121,893.00	0.00%
2	2.4	Community and Spirit Building	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	0.00%
2	2.5	Professional Development for Staff	All	No			All Schools	Ongoing	$106,000.00	$5,000.00	$111,000.00				$111,000.00	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	$262,518.00	$552,000.00	$814,518.00				$814,518.00	1.11%
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	$1,853,454.00	$371,500.00	$2,224,954.00				$2,224,954.00	3.04%
3	3.3	SEL Curriculum Integration	All	No			All Schools	Ongoing	$236,072.00	$69,000.00	$281,072.00		$24,000.00		$305,072.00	0.00%
3	3.4	Training and Professional Development	All	No			All Schools	Ongoing	$204,781.00	$5,000.00	$209,781.00				$209,781.00	0.00%
3	3.5	Student-Led Inclusion Initiatives	All	No			All Schools	Ongoing	$28,256.00	$0.00	$28,256.00				$28,256.00	0.00%
3	3.6	Parent and Guardian Involvement	All	No			All Schools	Ongoing	$18,838.00	$104,500.00	$123,338.00				$123,338.00	0.00%
3	3.7	Inclusive Classroom Practices	All	No			All Schools	Ongoing	$231,130.00	$0.00	$231,130.00				$231,130.00	0.00%
3	3.8	Vertical Alignment of Expectations and Communications	All	No			All Schools	Ongoing	$42,742.00	$0.00	$42,742.00				$42,742.00	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	$555,045.00	$555,045.00				$555,045.00	0.76%
3	3.10	School Facilities Maintenance	All	No			All Schools	Ongoing	$2,521,684.00	$10,488,550.00	$13,010,234.00				$13,010,234.00	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	**3.11**	Classified Staffing	All	No			All Schools	Ongoing	$2,521,684.00	$495,286.00	$3,016,970.00				$3,016,970.00	0.00%
3	**3.12**	Staffing for Activities and Outreach	All	No			All Schools	Ongoing	$1,038,553.00	$1,275,000.00	$2,313,553.00				$2,313,553.00	0.00%

2026-27 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
75,592,517	7,574,911	10.021%	0.000%	10.021%	$15,469,561.00	20.380%	40.844 %	**Total:**	$15,469,561.00
								LEA-wide Total:	$13,394,853.00
								Limited Total:	$1,750,000.00
								Schoolwide Total:	$5,210,789.00

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	$1,750,000.00	2.93%
1	**1.4**	Summer School Programming	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,386,081.00	1.89%
1	**1.6**	Academic Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High School Program Grade 9 through Grade 12.	$2,074,708.00	2.83%
1	**1.7**	Student Support and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,438,532.00	4.78%
2	**2.1**	Health and Wellness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,225,723.00	3.04%

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	$814,518.00	1.11%
3	**3.2**	Discipline Deans, Campus Aides, and Attendance Office Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,224,954.00	3.04%
3	**3.9**	Los Angeles School Police	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$555,045.00	0.76%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$66,007,783.00	$66,898,143.00

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	$796,787	$792,503
1	**1.2**	Services for Unduplicated Students	Yes	$1,914,769	$1,914,769
1	**1.3**	Special Programs Services	No	$14,333,654	$13,307,941
1	**1.4**	Summer School Programming	Yes	$2,176,199	$1,958,579
1	**1.5**	CTE - Staff, Materials, and Supplies	No	$1,984,857	$2,838,315
1	**1.6**	Academic Assessments	Yes	$2,019,241	$1,978,856
1	**1.7**	Student Support and Interventions	Yes	$6,526,738	$6,265,668
1	**1.8**	Vertical Alignment of Curriculum, Instruction, and Assessment	No	$99,866	$100,864
1	**1.9**	Technology and Data Processing	No	$4,123,232	$3,958,302
1	**1.10**	Curriculum and Supplemental Resources	No	$2,982,368	$2,585,752
2	**2.1**	Health and Wellness Support	Yes	$1,806,256	$3,031,553

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	$1,269,457	$1,294,846
2	**2.3**	Student Meals	No	$3,915,956	$3,837,636
2	**2.4**	Community and Spirit Building	No	$37,495	$33,581
2	**2.5**	Professional Development for Staff	No	$18,562	$18,747
3	**3.1**	School Climate Survey and Engaging Educational Partners	Yes	$747,869	$755,347
3	**3.2**	Discipline Deans, Campus Aides, and Attendance Office Staffing	Yes	$2,625,889	$2,652,147
3	**3.3**	SEL Curriculum Integration	No	$308,104	$314,265
3	**3.4**	Training and Professional Development	No	$134,982	$136,331
3	**3.5**	Student-Led Inclusion Initiatives	No	$26,163	$26,424
3	**3.6**	Parent and Guardian Involvement	No	$18,643	$19,015
3	**3.7**	Inclusive Classroom Practices	No	$214,009	$218,289
3	**3.8**	Vertical Alignment of Expectations and Communications	No	$39,576	$38,388
3	**3.9**	Los Angeles School Police	Yes	$497,872	$506,122

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	$13,480,041	$13,749,641
3	**3.11**	Classified Staffing	No	$2,707,777	$2,761,932
3	**3.12**	Staffing for Activities and Outreach	No	$1,201,421	$1,802,330

2025-26 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)
$7,381,717	$30,733,718.00	$31,659,553.00	($925,835.00)	24.600%	41.680%	17.080%

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	1.2	Services for Unduplicated Students	Yes	$14,333,654	$15,029,453	1.00%	4.85%
1	1.4	Summer School Programming	Yes	$2,176,199	$ 2,167,223	2.79%	2.38%
1	1.6	Academic Assessments	Yes	$2,019,241	$2,034,356	3.19%	3.94%
1	1.7	Student Support and Interventions	Yes	$6,526,738	$6,509,005	4.76%	4.49%
2	2.1	Health and Wellness Support	Yes	$1,806,256	$1,945,863	3.71%	7.73%
3	3.1	School Climate Survey and Engaging Educational Partners	Yes	$747,869	$752,332	1.18%	1.78%
3	3.2	Discipline Deans, Campus Aides, and Attendance Office Staffing	Yes	$2,625,889	$2,701,556	4.15%	7.03%
3	3.9	Los Angeles School Police	Yes	$497,872	$519,765	0.79%	5.19%

2025-26 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)
$74,095,089.00	$7,381,717	0.0%	9.962%	$31,659,553.00	41.680%	84.408%	$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.

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, Statues 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 #

- Enter the metric number.

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 **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. 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 32627(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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of 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).

California Department of Education
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GHC

GRANADA HILLS CHARTER

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Granada Hills Charter School	Frank Tarczynski Administrative Director of Instruction	franktarczynski@ghctk12.com (818) 360-2361

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	241.1	86.2	3.48	3.73	1.4	0%	0%	5.18

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	2

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards				4		
Physical Education Model Content Standards					5	
Visual and Performing Arts				4		
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

For 2025–2026, GHC continued to deepen implementation of its core instructional and student support initiatives while refining systems based on educational partner feedback. Faculty continued to strengthen instructional design through the Understanding by Design framework, with an emphasis on vertical and horizontal alignment, meaningful classroom learning activities, assessment design, and the use of student data to inform instruction and intervention. GHC also continued to support consistent use of Canvas and Toddle across both programs, with ongoing attention to instructional communication, access to assignments and grades, and the use of learning management systems to help students and families monitor academic progress.

GHC also continued implementation of schoolwide social-emotional and relationship-building programs, including Capturing Kids' Hearts in grades 9–12 and Second Step in TK–8. These efforts were reinforced through counseling and wellness supports, parent workshops, Care Solace, the Wellness Center, and ongoing communication about student well-being, safety, belonging, and school climate. Educational partner feedback from Possip, the School Climate Survey, PTSA, SSC/LCAP Advisory, and standing committees affirmed the importance of continuing to strengthen student wellness, peer relationships, discipline consistency, and family access to support.

This year, GHC also emphasized several emerging priorities. These included expanding dual enrollment and college/career pathways; reviewing math placement, grading/reporting practices, and AI academic integrity expectations; improving access to tutoring and academic intervention; expanding student engagement opportunities such as Girls' Flag Football and student leadership activities; and strengthening family communication through newsletters, surveys, PTSA meetings, and advisory committees. Across both campuses, GHC used this feedback to align academic achievement, student engagement, school climate, safety, wellness, and communication systems with the goals and actions of the LCAP.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Granada Hills Charter continues to maintain multiple structures for building relationships between school staff and families across both the TK–8 and high school programs. Educational partner input gathered through the Spring 2026 School Climate Survey, Possip Pulse Checks, School Site Council/LCAP Advisory, PTSA meetings, Governing Board meetings, ELAC, standing committees, parent workshops, and weekly newsletters helped GHC identify family needs, strengthen communication systems, and refine schoolwide priorities connected to the LCAP.

Families have opportunities to provide input and participate in school decision-making through multiple committees and engagement structures, including the School Site Council/LCAP Advisory, English Learner Advisory Committee, TK–8 and high school PTSA, Governing Board meetings, Curriculum and Instruction Committee, Operations Committee, Student Services Committee, parent workshops, Possip Pulse Checks, and the Spring School Climate Survey. The SSC/LCAP Advisory reviewed the LCAP goals, School Climate Survey, Possip surveys, PTSA meetings, standing committee input, and the LCAP development timeline as part of the 2025–2026 process.

Strengths in Relationship-Building

Consistent and accessible communication channels
GHC used weekly TK–8 and high school newsletters, email updates, direct survey links, Possip Pulse Checks, PTSA meetings, and advisory committee meetings to keep families informed about academics, assessment windows, student supports, safety procedures, wellness resources, college and career opportunities, school events, and feedback opportunities. TK–8 newsletters regularly included safety reminders, attendance guidance, IB updates, PTSA opportunities, community resources, and School Climate Survey links.

Positive family perceptions of communication and respect
Spring 2026 School Climate Survey results show that families generally viewed communication and relationships positively. Families rated Family Relationships and Communication at 83% favorable. Families also reported that staff treat them with respect at 89% favorable, respond to their needs in a timely manner at 86% favorable, and effectively communicate important information to families at 83% favorable.

Ongoing family feedback through Possip
Possip Pulse Checks provided a frequent and accessible way for families to share praise, concerns, and suggestions throughout the year. Families used Possip to comment on communication, academic support, grading transparency, college and career guidance, school safety, traffic, lunch routines, facilities, wellness, and student engagement. This helped school leaders identify timely concerns and recognize areas where families felt well-supported.

Strong PTSA partnership and family participation
Both TK–8 and high school PTSAs served as important relationship-building structures. PTSA meetings included school updates, student leadership reports, fundraising coordination, volunteer planning, student recognition, staff appreciation, safety-related support, and school-community events. At the high school, PTSA supported student aid, registration, Grad Nite, staff appreciation, concessions, student recognition, and the K9 detection program.

Family engagement through events, workshops, and school activities
GHC provided multiple opportunities for families to connect with staff and school programs through Open House, Back-to-School Night, PTSA meetings, parent workshops, College Knowledge Night, AP/IB Information Night, Dual Enrollment Information Night, TK–8 IB newsletters, Wellness Center workshops, and grade-level transition events. TK–8 newsletters also promoted family participation through PTSA leadership opportunities, association meetings, Read-A-Thon, Spring STEAM Festival, Teacher and Staff Appreciation Week, and Open House.

Clearer communication around safety and operations
Family feedback showed that safety, traffic, parking, carline, construction, and arrival/dismissal procedures remained important priorities. In response, newsletters repeatedly communicated drop-off and pick-up expectations, designated crossing areas, accessible parking updates, appointment pick-up procedures, construction impacts, heat/weather reminders, and testing logistics. This reflects progress in using family communication to support shared responsibility for student safety and daily operations.

Progress Made

Expanded use of survey data to inform relationship-building
GHC used both broad annual surveys and frequent pulse checks to understand family experiences. The Spring 2026 School Climate Survey provided schoolwide data on academic preparation, communication, family relationships, safety, and discipline. Possip Pulse Checks provided ongoing grade-level and program-specific feedback, allowing school leaders to monitor family sentiment throughout the year.

Improved visibility of family engagement in the LCAP process
The SSC/LCAP Advisory explicitly reviewed how educational partner engagement data would be gathered and used in the LCAP, including School Climate Survey results, Possip surveys, PTSA meetings, and standing committee input. This strengthened transparency around how family feedback contributes to planning and continuous improvement.

Continued development of two-way communication systems
Families reported appreciation for school communication, but also requested clearer follow-up on how feedback is used. This input helped identify the need to continue strengthening feedback loops so families can see how survey responses, Possip comments, PTSA input, and advisory committee discussions influence decisions.

Expanded parent education and wellness resources
GHC continued to provide parent workshops and family resources related to wellness, technology, social platforms, gaming, college and career readiness, counseling, Care Solace, and community supports. These efforts helped strengthen the relationship between families and school staff by positioning the school as a partner in supporting students academically, socially, emotionally, and developmentally.

Support for multilingual and English Learner families
ELAC continued to provide a structure for families of English Learners to review programs, provide input, and discuss supports connected to English language development and academic achievement. Across Possip and newsletter feedback, families also identified the importance of translated communication and accessible family meetings, which will continue to inform GHC's efforts to strengthen inclusive engagement.

Overall, GHC's current strengths in building relationships between school staff and families include consistent communication, multiple opportunities for feedback, strong PTSA partnerships, positive family perceptions of staff respect and responsiveness, and regular use of survey data to inform planning. Areas of continued progress include making feedback loops more visible, improving clarity and consistency in communication, expanding language access, and ensuring families understand how their input shapes school decisions and LCAP priorities.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on educational partner input and local data from the 2025–2026 school year, GHC's focus areas for improvement in building relationships between school staff and families are centered on strengthening two-way communication, improving transparency around academic progress, making family feedback loops more visible, and continuing to build trust around school policies, discipline, attendance, and daily operations.

A primary focus area is improving the clarity and consistency of academic communication. Families continued to identify the need for more consistent use of Canvas, Toddle, HAC, and other learning platforms so that parents/guardians can more easily monitor grades, missing assignments, upcoming assessments, and student progress. While the Spring 2026 School Climate Survey showed generally positive family perceptions of communication, with Family Relationships and Communication rated 83% favorable, the survey also showed that the learning management system was rated 83% favorable, indicating a continued need to improve clarity and consistency for families. Possip feedback echoed this need, with families noting that different teachers use Canvas and HAC in different ways, making it difficult to know what information is being shared and how to track student progress.

Another focus area is strengthening the feedback loop between families and school staff. Families are using Possip, School Climate Surveys, PTSA meetings, SSC/LCAP Advisory, ELAC, and newsletters to provide input, but some feedback indicated that families want to better understand how their suggestions are reviewed and acted upon. In the Spring 2026 School Climate Survey, the item "The staff at Granada Hills Charter welcome my suggestions" was 71% favorable, lower than other family communication indicators such as staff treating families with respect and responding to needs in a timely manner. This suggests a need to continue making family input processes more visible by communicating what feedback was received, what actions were taken, and what areas remain under review.

GHC will also continue to focus on clear and proactive communication around school policies, attendance, discipline, and student support systems. Families expressed a need for clearer explanations of attendance expectations, tardy procedures, discipline practices, school safety routines, and student behavior policies. The Spring 2026 School Climate Survey showed that families generally viewed school safety positively, but the item related to discipline fairness was lower than the overall safety rating. Possip feedback also identified discipline consistency and student support as recurring areas for continued attention.

A related focus area is improving communication around daily operations that directly affect family experience, especially arrival and dismissal, traffic, parking, construction impacts, student appointments, lunch/recess routines, and campus access. TK–8 newsletters show that GHC repeatedly communicated carline procedures, designated crossing areas, accessible parking, construction updates, and safety reminders, while also inviting families to participate in the Spring School Climate Survey and volunteer to support carline operations. Continued attention to these areas will help reduce confusion, improve safety, and strengthen family trust.

Finally, GHC will continue expanding opportunities for families to participate in school life beyond surveys and committee meetings. This includes increasing awareness of PTSA leadership opportunities, parent workshops, Open House, college and career events, volunteer opportunities, student activities, schoolwide events, and advisory structures. While family participation is a strength, feedback indicates that GHC should continue identifying accessible ways for families across both campuses and grade spans to engage, ask questions, and partner with staff in support of student success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

GHC will continue to improve engagement of underrepresented families by expanding access to communication, feedback opportunities, student support resources, and family education. Based on educational partner input from Possip, the Spring School Climate Survey, ELAC, PTSA, SSC/LCAP Advisory, newsletters, and parent workshops, families value frequent communication but also need clearer, more accessible, and more consistent information about academic progress, school policies, available supports, and how their feedback is used.

A key focus will be strengthening outreach to multilingual families and families of English Learners. GHC will continue to use ELAC as a formal structure for families of English Learners to review student data, discuss English language development supports, provide input on LCAP-aligned actions, and learn about reclassification, academic interventions, and schoolwide opportunities. GHC will also continue working to improve language access by providing translated communication, interpretation when needed, and family-facing information that helps parents/guardians better understand academic expectations, student progress, and available supports.

GHC will also continue using communication methods that families identified as accessible and useful. Possip feedback showed that many families prefer text communication, so GHC will continue using text, email, newsletters, direct links, and school platforms to share timely information. Weekly TK–8 and high school newsletters will continue to provide families with updates about academic supports, tutoring, counseling, wellness resources, school safety, attendance, college and career opportunities, PTSA events, parent workshops, and community resources.

To support families who may face barriers to participation, GHC will continue offering multiple ways to engage, including in-person meetings, virtual access when available, surveys, Possip Pulse Checks, PTSA meetings, ELAC, SSC/LCAP Advisory, parent workshops, and schoolwide events. Parent education opportunities will continue to include topics such as student wellness, technology use, social-emotional learning, college and career readiness, academic planning, and navigating school systems.

GHC will also continue connecting underrepresented families to student and family support services, including the Wellness Center, Care Solace, counseling services, tutoring, ELD supports, community food resources, immigration-related resources, and school-based academic interventions. These supports are intended to strengthen trust, improve access, and ensure families have the information and resources needed to support their students' academic success, well-being, and sense of belonging.

Finally, GHC will work to make feedback loops more visible by communicating how family input from Possip, School Climate Surveys, ELAC, PTSA, and advisory committees informs school decisions and LCAP priorities. This will help underrepresented families see that their participation matters and that their feedback contributes to continuous improvement across academic achievement, student engagement, school climate, communication, and family partnership.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Granada Hills Charter continues to build partnerships for student outcomes by using multiple communication and engagement structures to connect families with academic supports, college and career readiness opportunities, wellness resources, and student progress information. Families receive information through weekly TK–8 and high school newsletters, emails, Possip Pulse Checks, School Climate Surveys, SSC/LCAP Advisory meetings, ELAC, PTSA meetings, parent workshops, counseling communications, student announcements, and direct outreach from school staff.

GHC communicates academic and intervention supports to families across both programs. These include:

After Hours Activities tutoring
Tutor.com 24/7 online tutoring
ELD tutoring with bilingual support
Math tutoring
IB tutoring
Academic Mentor Program supports
Student Success Webinars
Counselor workshops
TK–8 summer programs in ELA and mathematics for selected students based on academic need
Expanded learning and enrichment opportunities

Families are also regularly informed about college and career readiness supports, including college application workshops, FAFSA/CADAA information, scholarships, dual enrollment, AP/IB testing, College and Career Fair, career speakers, community college opportunities, and grade-level transition activities.

Strengths and Progress in Building Partnerships for Student Outcomes

Strong advisory and engagement structures
GHC continues to involve families, students, teachers, staff, and administrators through SSC/LCAP Advisory, ELAC, PTSA, Governing Board meetings, Curriculum and Instruction, Operations, and Student Services. These groups review data, programs, policies, student supports, and LCAP-aligned priorities. The SSC/LCAP Advisory reviewed assessment data, California School Dashboard results, counseling and wellness supports, school safety, Possip feedback, School Climate Survey implementation, and the LCAP development timeline.

Consistent communication about academic supports
Weekly newsletters helped families understand available academic supports, assessment schedules, intervention opportunities, tutoring, student activities, and parent workshops. High school newsletters repeatedly promoted AHA tutoring, Tutor.com, ELD tutoring, math tutoring, IB tutoring, Academic Mentor Program supports, counseling workshops, dual enrollment, AP/IB information, and college/career opportunities. TK–8 newsletters communicated summer academic programs, CAASPP preparation, expanded learning opportunities, and parent workshops.

Data-informed family engagement
GHC used Possip Pulse Checks and the Spring 2026 School Climate Survey to gather family, student, teacher, and staff input. This feedback helped identify strengths and needs related to academic support, grading transparency, communication, student wellness, school safety, college and career readiness, and student engagement. Family School Climate Survey results showed generally positive perceptions of academic preparation, with families rating Academic Needs at 84% favorable and reporting that GHC prepares students academically for the next phase of schooling at 93% favorable.

College and career readiness partnerships
GHC strengthened family-school partnerships around postsecondary planning through counseling communications, College Knowledge Night, AP/IB Information Night, Dual Enrollment Information Night, College and Career Fair, financial aid reminders, scholarships, college application support, and career pathway communication. Standing committees and Governing Board meetings also reviewed dual enrollment, CTE pathways, AP participation, and course access, reinforcing college and career readiness as a shared school-family priority.

Support for English Learners and multilingual families
GHC continued to use ELAC as a formal structure for families of English Learners to review programs and provide input on English language development, reclassification, academic achievement, and schoolwide supports. Newsletters and Possip feedback also reinforced the importance of language access, bilingual supports, and translated communication so families can better understand academic expectations and available resources.

Academic intervention and progress monitoring

Family feedback showed that parents value tutoring and academic support but want proactive communication when students are struggling. In response, GHC continued emphasizing tutoring, intervention, progress monitoring, assessment data, and access to academic support programs. The Curriculum and Instruction Committee also reviewed grading/reporting practices and family access to progress information, including opt-in mailed progress reports and expanded text/email notifications when reports are available online.

Wellness and whole-student support
GHC continued to strengthen partnerships with families around student wellness through the Wellness Center, Care Solace, counseling services, parent workshops, school climate communications, and newsletters. Families received information about stress management, technology use, gaming safety, healthy relationships, social-emotional learning, and mental health resources. These supports connect academic outcomes with student well-being, attendance, belonging, and readiness to learn.

Overall, GHC's strengths in Building Partnerships for Student Outcomes include frequent communication, strong advisory structures, broad academic and intervention supports, expanded college and career readiness opportunities, family access to wellness resources, and regular use of educational partner feedback to refine programs and services that support student success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on educational partner input and local data from the 2025–2026 school year, GHC will continue to strengthen early identification, communication, and coordination of supports for students who are struggling academically, socially-emotionally, behaviorally, or with attendance. Feedback from families, students, teachers, staff, and advisory groups shows that GHC has many academic and wellness supports in place, but educational partners would benefit from clearer, more proactive communication about when students need support, what services are available, and how families can partner with the school to monitor progress.

A key focus area is improving the consistency and timeliness of academic progress communication. Families repeatedly requested clearer information about grades, missing assignments, course expectations, and how to use platforms such as Canvas, Toddle, HAC, and other learning systems. GHC will continue refining grading/reporting practices, progress monitoring, and family notifications so parents/guardians can better understand student performance and intervene earlier when concerns arise. The Curriculum and Instruction Committee's discussion of progress report communication, including opt-in mailed reports and expanded text/email notifications, reflects this continued focus.

GHC will also continue improving how academic intervention data is shared and used across teams. The school will refine processes for identifying students who need support in ELA, mathematics, English language development, advanced coursework, credit completion, attendance, or social-emotional wellness. This includes strengthening coordination among academic counselors, college/career counselors, intervention staff, teachers, department chairs, special programs staff, deans, attendance staff, social workers, and wellness personnel. The goal is to ensure that student needs are identified early and that families receive clear guidance about tutoring, academic interventions, counseling, wellness supports, SST/COST processes, and other available services.

Another focus area is making academic support more proactive and targeted. Families expressed appreciation for tutoring, AHA, Tutor.com, ELD tutoring, math tutoring, IB tutoring, and the Academic Mentor Program, but also requested that students who are struggling be more directly connected to these supports. GHC will continue strengthening systems that move beyond simply making supports available toward ensuring that students and families understand which supports are recommended, how to access them, and how progress will be monitored.

GHC will also continue to strengthen partnerships around college and career readiness. Feedback from high school families, especially in grades 10–12, showed a need for clearer and earlier guidance on course selection, AP/IB planning, dual enrollment, CTE pathways, financial aid, scholarships, college applications, career exploration, and senior-year timelines. This feedback will continue to inform counseling communication, family workshops, dual enrollment outreach, College and Career Fair planning, and pathway communication.

Student wellness and belonging remain an additional focus area. Climate survey and Possip feedback showed that students and families value GHC's Wellness Center, counseling supports, Care Solace, and parent workshops, but also identified continued needs related to stress, workload, peer respect, discipline fairness, bullying prevention, and student connectedness. GHC will continue strengthening coordination between academic and wellness supports so that student outcome conversations include both academic performance and readiness to learn.

Finally, GHC will continue improving feedback loops with families and educational partners. Families use Possip, School Climate Surveys, ELAC, PTSA, SSC/LCAP Advisory, and standing committees to provide input, but feedback indicates that families want clearer communication about how their input is reviewed and acted upon. GHC will continue building systems that help families see how their feedback informs academic supports, wellness services, communication practices, safety procedures, and LCAP-aligned actions.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

GHC will improve engagement of underrepresented families by strengthening targeted communication, language access, and direct connections to academic, wellness, and college/career supports. Educational partner feedback from Possip, the Spring School Climate Survey, ELAC, PTSA, SSC/LCAP Advisory, newsletters, and parent workshops showed that families value the range of supports available, but some families need clearer, more accessible information about how to use those supports and how to participate in decision-making opportunities.

GHC will continue to use ELAC as a key structure for engaging families of English Learners in reviewing student data, English language development supports, reclassification progress, academic interventions, and LCAP-aligned actions. GHC will also continue to improve multilingual communication by providing translated materials and interpretation when needed, especially for information related to academic progress, tutoring, attendance, college and career readiness, wellness resources, and school policies.

To reduce barriers to participation, GHC will continue using multiple communication methods, including newsletters, text messages, emails, Possip Pulse Checks, direct links, parent workshops, advisory meetings, and schoolwide events. Since Possip feedback showed that many families prefer text communication, GHC will continue to use text and other accessible platforms to share timely reminders and connect families to supports.

GHC will also focus on more direct outreach to families whose students are identified as needing additional academic, attendance, behavioral, or social-emotional support. This includes clearer communication about tutoring, ELD supports, summer programs, counseling, Care Solace, the Wellness Center, SST/COST processes, college and career counseling, and community resources. The goal is to ensure that underrepresented families not only receive information, but also understand which supports are available, how to access them, and whom to contact for help.

In addition, GHC will continue to strengthen feedback loops so families can see how their input influences student supports and school decisions. By communicating themes from Possip, School Climate Surveys, ELAC, PTSA, and advisory meetings, GHC will help underrepresented families understand that their participation contributes to program improvement and student outcomes. These efforts will support stronger partnerships between school staff and families and help ensure that all students have access to the academic, wellness, and engagement supports needed for success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Granada Hills Charter continues to provide multiple opportunities for educational partners to provide input on school priorities, policies, programs, and LCAP-aligned actions. Families, students, teachers, staff, and administrators engaged through the School Site Council/LCAP Advisory, ELAC, TK–8 and high school PTSA, Governing Board meetings, standing committees, Possip Pulse Checks, the Spring 2026 School Climate Survey, parent workshops, newsletters, and student leadership structures.

GHC offers opportunities for parents/guardians, students, teachers, staff, and administrators to provide input through the following structures:

School Site Council/LCAP Advisory
English Learner Advisory Committee
TK–8 and High School PTSA
Curriculum and Instruction Standing Committee
Operations Standing Committee
Student Services Standing Committee
Granada Hills Charter Governing Board
Parent workshops and family information nights
Possip Pulse Checks
Spring School Climate Survey
TK–8 and High School newsletters with survey links, event information, and feedback opportunities
Strengths and Progress in Seeking Input for Decision-Making

Multi-tiered engagement structure

GHC maintains several formal structures for gathering educational partner input. The SSC/LCAP Advisory reviewed LCAP goals, assessment data, California School Dashboard results, counseling and wellness supports, school safety, Possip feedback, School Climate Survey implementation, and the LCAP development timeline. The April SSC/LCAP Advisory presentation explicitly identified School Climate Surveys, Possip surveys, PTSA meetings, and standing committee meetings as data sources for the Engaging Educational Partners section of the LCAP.

Regular use of surveys to inform decisions
GHC used both broad annual surveys and ongoing pulse checks to gather input. The Spring 2026 School Climate Survey collected feedback from students, families, teachers, and staff across the TK–8 and high school programs. Possip Pulse Checks provided more frequent family feedback by grade level and program, helping GHC identify trends related to communication, academic support, student wellness, safety, grading transparency, college and career readiness, facilities, and school operations.

Integration of feedback into LCAP development
The LCAP process included multiple sources of quantitative and qualitative feedback. The SSC/LCAP Advisory reviewed how input from surveys, Possip, PTSA, standing committees, and schoolwide data would be used in the LCAP development process. The LCAP timeline included data gathering in April, drafting in May, a June public hearing, revision based on public input, and final approval in June.

Student and family voice in school planning
Students and families contributed input through advisory committees, PTSA, Possip, School Climate Surveys, newsletters, and student leadership updates. ASB students provided updates at PTSA meetings on student life, including clubs, Senior Sunrise, fundraisers, Homecoming, Prom, Granadapalooza, and staff appreciation. Student Services Committee discussions also elevated student voice through proposals related to club performances, expanded athletics, student announcements, and Girls' Flag Football.

Feedback-to-action examples
Several engagement structures show evidence that input informed decisions. The Curriculum and Instruction Committee discussed family access to progress reports and moved toward opt-in mailed progress reports with text/email notifications. The Operations Committee reviewed and voted on testing schedules. The Student Services Committee reviewed and approved Girls' Flag Football. These examples show that educational partner input was not limited to discussion but helped shape school decisions.

Transparency through public and recurring communication
GHC used Governing Board meetings, SSC/LCAP Advisory meetings, weekly newsletters, PTSA meetings, and survey communications to keep educational partners informed. TK–8 and high school newsletters regularly shared information about academic supports, testing, school safety, attendance, PTSA opportunities, parent workshops, college and career events, and School Climate Survey links. This helped families understand current priorities and participate in feedback opportunities.

Overall, GHC's current strengths in Seeking Input for Decision-Making include a broad engagement structure, regular use of survey data, multiple opportunities for student and family voice, transparent communication about LCAP development, and clear examples of feedback informing decisions related to academic reporting, testing schedules, student activities, athletics, and school climate.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

A focus area for improvement is strengthening the clarity, consistency, and visibility of how educational partner input is used in decision-making. GHC has multiple structures for gathering feedback, including SSC/LCAP Advisory, ELAC, PTSA, standing committees, Possip, School Climate Surveys, newsletters, and parent workshops. However, feedback from families, teachers, staff, and students indicates a need to make the full feedback loop more transparent: what input was received, how it was reviewed, what decisions were made, and what actions will be taken as a result.

GHC will continue refining the scope and sequence of SSC/LCAP Advisory meetings so members understand the purpose of each meeting, the data being reviewed, and how their input connects to LCAP development. During 2025–2026, the SSC/LCAP Advisory reviewed LCAP goals, School Climate Survey data sources, Possip feedback, standing committee input, and the LCAP development timeline. Going forward, GHC will build on this process by providing a clearer annual calendar of topics, expected outcomes, and decision points so the committee's work remains focused and actionable.

A second focus area is increasing partner understanding of how survey and committee feedback influences school decisions. Possip and School Climate Survey results show that families value communication but want clearer follow-up when they provide suggestions. The Spring 2026 family survey showed generally positive communication results, but the item regarding whether staff welcome family suggestions was lower than other communication indicators, suggesting a need to strengthen how GHC communicates responsiveness to input.

A third focus area is increasing staff and teacher voice in decision-making. Spring 2026 teacher and staff survey results identified opportunities for input and administrative communication as areas for continued growth. GHC will continue using standing committees, department/grade-level structures, professional learning meetings, and advisory groups to gather staff input earlier in planning processes, especially when decisions affect instruction, professional learning, student support, discipline systems, assessment schedules, and schoolwide initiatives.

Finally, GHC will continue working to make decision-making opportunities more accessible to underrepresented families and students. This includes improving language access, continuing hybrid or flexible meeting options when possible, using text/email/newsletter reminders, providing direct links to surveys, and communicating opportunities through PTSA, ELAC, SSC/LCAP Advisory, Possip, and school newsletters. The goal is to ensure that educational partners are not only invited to provide input, but also understand how their participation contributes to school improvement and LCAP priorities.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

GHC will improve engagement of underrepresented families by strengthening targeted outreach, language access, and communication about how families can participate in decision-making. Educational partner input from Possip, the Spring 2026 School Climate Survey, ELAC, PTSA, SSC/LCAP Advisory, and weekly newsletters showed that families value frequent communication, but some families need clearer, more accessible information about when feedback opportunities are available, how to participate, and how their input is used.

GHC will continue to use ELAC as a key structure for engaging families of English Learners in decision-making related to English language development, academic supports, reclassification, family communication, and LCAP-aligned actions. GHC will also continue improving translation and interpretation access so multilingual families can participate more fully in meetings, surveys, workshops, and school planning processes.

To reduce barriers to participation, GHC will continue using multiple communication methods, including text messages, emails, newsletters, direct survey links, Possip Pulse Checks, PTSA communication, ELAC outreach, and School Climate Survey reminders. TK–8 and high school newsletters will continue to promote engagement opportunities such as PTSA meetings, parent workshops, School Climate Surveys, Open House, college/career events, and advisory meetings. In March, TK–8 newsletters directly invited families to complete the Spring School Climate Survey and provided contacts for questions and technical support.

GHC will also continue refining the SSC/LCAP Advisory process so families understand the annual scope and sequence of LCAP development, the data being reviewed, and the specific points when feedback is needed. The SSC/LCAP Advisory reviewed the School Climate Survey, Possip surveys, PTSA meetings, committee meetings, and LCAP timeline as part of the 2025–2026 development process. Moving forward, GHC will make this process more visible so underrepresented families can see how their input contributes to decisions about academic support, student engagement, school climate, communication, safety, wellness, and family partnership.

Finally, GHC will work to strengthen feedback loops by communicating major themes gathered from surveys, Possip, ELAC, PTSA, and advisory meetings, along with the actions taken in response. This will help underrepresented families see that their feedback is heard, valued, and connected to school decisions and LCAP priorities.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

In Spring 2026, students, families, teachers, and staff from Granada Hills Charter completed local school climate surveys administered through Panorama Education. The surveys gathered feedback on academic needs, school safety, relationships, communication, professional learning, staff relationships, belonging, and overall school climate. GHC reviewed the available data by respondent group and program, including TK–8 students, high school students, families, TK–8 teachers, high school teachers, TK–8 staff, and high school staff. The reports available for this summary were disaggregated by program and respondent group; student-group-level climate results by race/ethnicity, English Learner status, students with disabilities, foster youth, homeless youth, or socioeconomic status were not included in the reports reviewed.

GHC received 1,613 high school student responses, 614 TK–8 student responses, 392 family responses, 58 high school teacher responses, 37 TK–8 teacher responses, 12 high school staff responses, and 11 TK–8 staff responses. The April SSC/LCAP Advisory update also reported Spring 2026 student response rates of 63% for TK–8 and 34% for high school.

In addition to the Spring 2026 School Climate Survey, GHC continued to use Possip Pulse Checks to gather ongoing family feedback by grade level and program throughout the year. Possip provided families with a frequent, low-barrier way to share praise, concerns, and suggestions related to communication, academic support, grading transparency, school safety, student wellness, college and career guidance, lunch, traffic, facilities, and school operations. A mid-year Possip update shared with the SSC/LCAP Advisory reported that 94% of nearly 2,000 family responses were mostly happy with their GHC experience, with positive comments frequently highlighting teachers and the learning environment.

Student Survey Results

TK–8 students reported generally positive perceptions of academic support, school safety, and relationships. TK–8 students rated Academic Needs at 79% favorable, School Safety at 82% favorable, and Student Relationships at 82% favorable. Students reported strong favorable responses for receiving a quality education (97%), getting help from teachers when learning (96%), opportunities to participate in classroom discussions or activities (96%), and feeling safe at school (92%). TK–8 students also reported strong belonging and connection, with 89% favorable for feeling like they belong and 89% favorable for being happy to be at GHC. Areas for growth included student interest in learning (73%), fairness when students break rules (60%), and students treating each other with respect (50%).

High school students also reported positive perceptions of academics and belonging. High school students rated Academic Needs at 85% favorable, School Safety at 72% favorable, and Student Relationships at 79% favorable. Students reported strong favorable responses for classroom discussion and participation opportunities (97%), receiving a quality education (92%), getting help from teachers when learning (91%), and feeling safe and comfortable attending GHC (88%). High school students also reported positive belonging indicators, including connection to classmates (86%), belonging at GHC (84%), connection to teachers (82%), and happiness at GHC (81%). Areas for growth included student interest in learning (74%), confidence and eagerness to participate (66%), students treating one another with respect (61%), fairness when students break rules (54%), and whether school rules are fair (46%).

Open-ended student feedback reinforced these patterns. Students identified supportive teachers, tutoring, academic opportunities, clubs, athletics, performances, school events, safety, and wellness supports as strengths. Students also requested more engaging instruction, clearer and fairer rules, stronger peer respect, more student voice, better lunch/recess experiences, more enrichment opportunities, and continued attention to workload, stress, and belonging.

Family Survey Results

Family survey results were generally positive across academic preparation, communication, and safety. Families rated Academic Needs at 84% favorable, Family Relationships and Communication at 83% favorable, and School Safety at 86% favorable. Families reported that GHC prepares students academically for the next phase of schooling (93%), has high expectations for all students (92%), encourages students to enroll in rigorous courses (88%), provides information about grade-level standards (87%), and has an overall effective academic program (89%). Families also rated staff respect at 89% favorable, timely response to needs at 86%, effective communication of important information at 83%, and safe learning environment at 86%. The lowest family communication item was whether staff welcome family suggestions, at 71% favorable, indicating an opportunity to strengthen visible feedback loops and family input processes.

Family Possip feedback aligned with the climate survey results. Families frequently praised teachers, staff responsiveness, academic programs, safety, tutoring, school events, and communication. Recurring areas for improvement included clearer grading practices, more consistent use of Canvas/Toddle/HAC, more centralized calendars and deadlines, earlier college and career guidance, proactive academic support, traffic and carline procedures, lunch routines, attendance communication, facilities, and clearer follow-up on how family feedback is used.

Teacher and Staff Survey Results

Teacher and staff results showed strong agreement that GHC maintains high academic expectations and provides a safe environment, while also identifying professional learning, communication, and opportunities for input as areas for continued improvement.

High school teachers rated Academic Needs at 86% favorable, Professional Learning at 64%, School Safety at 83%, and Staff Relationships at 71%. Teachers reported strong favorable responses for academic standards, academic success, relevant lessons, and overall safety. However, school-led professional development was rated 40% favorable, opportunities to provide feedback/input on school decisions were rated 38% favorable, and feeling valued as a teacher was rated 59% favorable.

TK–8 teachers rated Academic Needs at 86% favorable, Professional Learning at 53%, School Safety at 66%, and Staff Relationships at 70%. TK–8 teachers strongly affirmed that GHC promotes academic success and relevant instruction, but lower ratings appeared for school-led professional development (26%), opportunities to provide input on school decisions (26%), administrative communication (38%), and effective handling of student discipline and behavioral problems (41%).

High school staff rated Academic Needs at 95% favorable, Professional Learning at 69%, School Safety at 89%, and Staff Relationships at 80%. TK–8 staff rated Academic Needs at 93% favorable, Professional Learning at 56%, School Safety at 77%, and Staff Relationships at 73%. Across staff groups, academic expectations and overall safety were strengths, while communication and opportunities for input remained areas for growth.

Overall Analysis

Overall, the Spring 2026 climate survey data reflect a school community that continues to view GHC's academic program, student supports, and overall school environment positively. Students and families reported strong confidence in academic preparation, teacher support, quality education, and school safety. Families also reported generally positive relationships with staff and appreciation for communication, while Possip feedback showed continued satisfaction with teachers, school events, academic supports, and the learning environment.

At the same time, the data point to several areas for continued improvement. Students identified the need for greater engagement, stronger peer respect, clearer and fairer discipline practices, and more opportunities for student voice. Families identified the need for clearer grading and progress communication, more consistent use of learning platforms, stronger feedback loops, and continued attention to school operations. Teachers and staff identified the need for more relevant professional learning, stronger communication, greater opportunities for input, and continued refinement of discipline and behavior systems.

These findings directly inform LCAP planning for academic achievement, student engagement, school climate, family communication, professional learning, wellness, discipline practices, and educational partner engagement.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Based on the analysis of the Spring 2026 local climate survey data, Possip Pulse Checks, and educational partner input from students, families, teachers, and staff across both the TK–8 and high school programs, Granada Hills Charter identified several key learnings related to school conditions, climate, academic support, family communication, professional learning, and student belonging. The available Panorama reports were disaggregated by respondent group and program, including TK–8 students, high school students, families, TK–8 teachers, high school teachers, TK–8 staff, and high school staff. Student-group-level climate survey results by race/ethnicity, English Learner status, students with disabilities, foster youth, homeless youth, or socioeconomic status were not included in the available reports reviewed.

Areas of Strength

A major area of strength is the broad perception that GHC provides a strong academic program and supportive learning environment. High school students rated Academic Needs at 85% favorable, while TK–8 students rated Academic Needs at 79% favorable. Students reported especially strong favorable responses related to teacher support, participation in classroom discussions and activities, and receiving a quality education. High school students rated receiving a quality education at 92% favorable, and TK–8 students rated receiving a quality education at 97% favorable.

Families also expressed confidence in GHC's academic program. Family survey results showed 84% favorable for Academic Needs, including 93% favorable for GHC preparing students academically for the next phase of schooling, 92% favorable for high expectations, and 89% favorable for the overall effectiveness of the academic program. This aligns with Possip feedback across grade levels, where families repeatedly praised teachers, academic programs, tutoring, school organization, and student opportunities.

School safety and belonging also emerged as strengths. Families rated School Safety at 86% favorable, high school students reported feeling safe and comfortable attending GHC at 88% favorable, and TK–8 students reported feeling safe at 92% favorable. Students also reported generally positive levels of connection and belonging, with high school students rating belonging at 84% favorable and TK–8 students rating belonging at 89% favorable.

GHC also demonstrated strength in family communication and ongoing feedback collection. Families rated Family Relationships and Communication at 83% favorable, including 89% favorable for staff treating families with respect and 86% favorable for staff responding to family needs in a timely manner. In addition, Possip Pulse Checks provided ongoing family feedback throughout the year. A mid-year Possip update presented to the SSC/LCAP Advisory reported that 94% of nearly 2,000 family responses were mostly happy with their GHC experience, with positive comments frequently highlighting teachers and the learning environment.

Teacher and staff survey results also showed strong agreement that GHC maintains high academic expectations. High school teachers and TK–8 teachers each rated Academic Needs at 86% favorable, while high school staff rated Academic Needs at 95% favorable and TK–8 staff rated Academic Needs at 93% favorable.

Identified Needs

Although the data reflect generally positive perceptions of GHC's academic program and school environment, several needs emerged across student, family, teacher, and staff feedback.

One identified need is strengthening student engagement and instructional relevance. While students reported strong academic support and quality education, both TK–8 and high school students rated interest in what they are learning lower than other academic indicators. High school students rated interest in learning at 74% favorable and confidence/eagerness to participate at 66% favorable; TK–8 students rated interest in learning at 73% favorable. This suggests a continued need to increase instructional relevance, active participation, student voice, and classroom engagement.

A second need is improving perceptions of fairness and consistency in rules and discipline. Students generally reported feeling safe, but ratings were lower for whether rules are fair and whether students are treated fairly when rules are broken. High school students rated fairness of rules at 46% favorable and fair treatment when rules are broken at 54% favorable. TK–8 students rated fairness of rules at 71% favorable and fair treatment when rules are broken at 60% favorable. Teachers and staff also identified discipline and behavior systems as areas for continued refinement, particularly around consistency, communication, and implementation support.

A third need is strengthening peer respect and student relationships. Students reported generally positive belonging, but the item related to students treating each other with respect was notably lower. High school students rated this item at 61% favorable, while TK–8 students rated it at 50% favorable. This finding reinforces the need to continue investing in school climate, SEL, bullying prevention, respectful peer interactions, supervision, student leadership, and inclusive community-building practices.

Family feedback identified a continued need for clearer academic communication and more visible feedback loops. Families rated communication positively overall, but the lowest family communication item was whether staff welcome family suggestions, at 71% favorable. Possip feedback further identified recurring needs related to grading transparency, timely grade updates, consistent use of Canvas/Toddle/HAC, centralized calendars, clearer communication about policies and deadlines, and follow-up on how family input is used.

Teacher and staff feedback identified professional learning, communication, and opportunities for input as important areas for improvement. High school teachers rated Professional Learning at 64% favorable, while TK–8 teachers rated Professional Learning at 53% favorable. School-led professional development was lower for both groups, with high school teachers rating it at 40% favorable and TK–8 teachers rating it at 26% favorable. Teachers also reported low favorable ratings for opportunities to provide feedback and input on school decisions, with high school teachers at 38% favorable and TK–8 teachers at 26% favorable.

Overall, the key learning from the Spring 2026 climate survey data is that GHC's educational partners continue to view the school's academic program, teacher support, safety, and family communication as strengths. At the same time, the data point to clear areas for continued improvement: increasing student engagement, strengthening peer respect, improving perceptions of fairness in discipline, clarifying grading and academic communication, making family feedback loops more visible, and increasing teacher/staff voice in professional learning and decision-making. These findings directly inform LCAP actions related to academic achievement, student engagement, school climate, wellness, professional learning, discipline practices, family communication, and educational partner engagement.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of local climate survey data, Possip Pulse Checks, SSC/LCAP Advisory input, PTSA feedback, standing committee discussions, newsletters, and educational partner feedback, GHC determined that several refinements to existing plans, policies, procedures, and communication systems are necessary for continuous improvement.

Overall, GHC continues to demonstrate strengths in academic programming, school safety, student support, family communication, and access to enrichment opportunities. Students and families reported positive perceptions of GHC's academic program, teacher support, school safety, tutoring, extracurricular opportunities, college and career supports, and wellness resources. Families also expressed appreciation for consistent communication through newsletters, Possip, PTSA, and advisory structures. At the same time, the data identified several areas for continued improvement: student engagement, peer respect, discipline fairness, grading transparency, timely academic progress communication, professional learning, staff voice, family feedback loops, and operational systems such as traffic, lunch, recess, and facilities.

To address these needs, GHC has made or will make the following adjustments:

Strengthen communication and feedback loops.
GHC will continue refining how survey results, Possip themes, committee feedback, and LCAP updates are shared with families, students, teachers, and staff. Families reported generally positive communication, but the Spring 2026 family survey showed a lower rating for whether staff welcome family suggestions, indicating the need to make feedback loops more visible. GHC will use newsletters, SSC/LCAP Advisory, PTSA, ELAC, Governing Board updates, and direct communication to better explain what feedback was received and how it influenced decisions.

Improve clarity around grading, progress monitoring, and learning platforms.
Families requested more timely and consistent information about grades, missing assignments, deadlines, and student progress. In response, GHC will continue refining the use of Canvas, Toddle, HAC, and other systems so families can more easily monitor academic progress. The Curriculum and Instruction Committee also discussed changes to progress report communication, including an opt-in mailing feature and text/email notifications when progress reports are available online.

Increase student engagement and instructional relevance.
Student survey data showed that students generally believe they are receiving a quality education and support from teachers, but ratings were lower for interest in learning and confidence/eagerness to participate. GHC will continue using professional learning, UbD implementation, assessment data, and classroom walkthroughs to support more engaging, relevant, and student-centered instruction.

Refine discipline, safety, and student behavior systems.
Students and staff identified fairness and consistency in discipline as areas for improvement. High school students rated fairness of rules and fair treatment when rules are broken lower than overall safety, and TK–8 students showed a similar pattern. GHC will continue refining communication around school rules, discipline procedures, supervision, restorative supports, and behavior expectations. School safety presentations to SSC/LCAP Advisory also reinforced procedures related to campus supervision, Minga, closed-campus expectations, emergency procedures, the K-9 program, and security cameras.

Continue strengthening student belonging, peer respect, and wellness.
Survey data showed strong belonging overall, but lower ratings for whether students treat one another with respect. GHC will continue implementation of Capturing Kids' Hearts, Second Step, counseling supports, the Wellness Center, Care Solace, parent workshops, student leadership opportunities, and schoolwide activities that support belonging, respectful relationships, and student wellness.

Expand and better communicate academic intervention and tutoring.
Families and students appreciate the range of academic supports available, including AHA tutoring, Tutor.com, ELD tutoring, math tutoring, IB tutoring, Academic Mentor Program supports, and summer academic programs. GHC will continue improving how students are identified for support and how families are informed about available interventions. This includes stronger coordination among teachers, counselors, intervention staff, special programs, deans, attendance staff, and wellness personnel.

Strengthen college and career readiness communication.
Family feedback, especially from high school families, showed continued interest in clearer guidance on course selection, AP/IB planning, dual enrollment, CTE pathways, financial aid, scholarships, college applications, and senior-year deadlines. GHC will continue expanding communication through counseling updates, College Knowledge Night, Dual Enrollment Information Night, College and Career Fair, newsletters, and committee review of dual enrollment and CTE pathways.

Refine professional learning and staff input processes.
Teacher and staff survey results showed strong support for GHC's academic expectations, but lower ratings for school-led professional development, administrative communication, and opportunities to provide input. GHC will continue refining professional learning so it is more relevant, timely, differentiated, and connected to classroom practice. GHC will also continue using standing committees, department/grade-level structures, and advisory processes to gather teacher and staff input earlier in planning.

Improve operational systems that affect family and student experience.
Families provided feedback about traffic, parking, carline, construction, lunch, recess, shade, outdoor space, and student appointments during the school day. TK–8 newsletters show that GHC repeatedly communicated safety reminders, carline expectations, designated crossing areas, accessible parking updates, and School Climate Survey opportunities. GHC will continue reviewing operational systems to support safety, attendance, communication, and daily student experience.

Continue using committees to turn feedback into action.
Several committee processes demonstrate how feedback led to decisions or next steps. The Operations Committee reviewed and approved testing schedules. The Curriculum and Instruction Committee reviewed progress report communication, math placement, dual enrollment, and AI academic integrity expectations. The Student Services Committee reviewed and approved Girls' Flag Football and discussed improving access to Homeroom announcements.

Through these revisions and actions, GHC will continue using local data and educational partner input to improve academic achievement, student engagement, school climate, communication, professional learning, wellness, safety, and family partnership. The ongoing use of surveys, Possip, advisory committees, PTSA, ELAC, Governing Board updates, and standing committees will help ensure that continuous improvement remains responsive to the needs and experiences of students, families, teachers, staff, and administrators.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

GHC implements systematic monitoring to ensure all students have access to and are enrolled in a broad course of study using the College and Career Indicator (CCI) and A–G requirements as guiding frameworks, along with eSchool/Cognos reports for ongoing tracking. These tools monitor enrollment, course completion, and progress toward graduation across grade spans, unduplicated student groups, and students with exceptional needs. Counselors review student progress at each grading period to ensure appropriate placement and timely intervention. School leaders also meet regularly with administrators and department chairs to review data, refine the master schedule, and ensure all students have access to rigorous coursework and a wide range of academic opportunities.

The school maintains Career Technical Education pathways with opportunities for industry certification (CALPADS) and has expanded dual enrollment opportunities, including the addition of a Nursing Pathway. Umoja and Nuestra Comunidad dual enrollment programs support students through cohort models, increasing access and success for

Black and Latino students who have been historically underserved. iGranada has expanded early college and certification opportunities for independent study students, further broadening access to college and career pathways. GHC ensures access through inclusive instructional models for students with exceptional needs, including co-taught and clustered classes, as well as targeted supports such as Learning Labs and a 0-period Math Skills course. English Learner courses are aligned with departmental standards to ensure access to rigorous, grade-level content while supporting language development.

These efforts are reflected in strong outcomes on the California School Dashboard, where GHC earned a Blue rating on the College/Career Indicator with 76.5% of students prepared, demonstrating high levels of college and career readiness. Additional supports include targeted courses in core subjects, tutoring, course recovery, summer school, and the Summer Transition Academy. Ongoing Understanding by Design (UbD) alignment and vertical articulation further ensure coherent, rigorous access to coursework for all students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

GHC uses locally selected measures, including A–G completion, College/Career Indicator (CCI), graduation rates, dual enrollment participation, and eSchool/Cognos reports, to evaluate the extent to which students are enrolled in a broad course of study. These data are reviewed annually with the Board and educational partners and used to refine LCAP goals and program offerings.

Overall, results indicate strong and consistent access across school sites. GHC's expanded A–G offerings and alignment to UC/CSU expectations have supported increased participation in rigorous coursework across student groups. More than 500 students are enrolled in dual enrollment courses, with Umoja and Nuestra Comunidad cohort models improving access and participation for Black and Latino students. iGranada students have similarly benefited from expanded early college and certification opportunities.

All students, including incoming students, meet with counselors to plan courses aligned to high school graduation and postsecondary goals. The course catalog is publicly available online, and weekly newsletters communicate opportunities and updates to families. Counselors and administrators also regularly review progress report data to monitor student performance and make adjustments as needed.

Outcome data reflect these efforts. GHC earned a Blue rating on the College/Career Indicator (76.5% prepared) and a 96% graduation rate, both well above state averages. While access is strong overall, the school continues to monitor English Learners, Students with Disabilities, and other student groups to ensure consistent participation and success across programs.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

GHC's locally selected measures, including the College/Career Indicator (CCI), graduation rate, and English Learner Progress data, indicate strong overall access to a broad course of study; however, several barriers remain. While GHC earned a Blue rating on the CCI (76.5% prepared) and maintains a 96% graduation rate, a subset of students are not yet meeting "Prepared" status, indicating gaps in access to or completion of college and career pathways. In addition, English Learner Progress data highlight the need for continued focus on multilingual learners to ensure equitable access to rigorous coursework that leads to college and career readiness.

A key barrier is ensuring that all student groups, particularly English Learners, Students with Disabilities, and other identified subgroups, are fully supported in accessing and successfully completing advanced coursework and CCI-aligned pathways. While dual enrollment participation has grown significantly—with over 500 students enrolled—this rapid expansion has also revealed the need for more structured, ongoing support for students at all stages of the dual enrollment process, including enrollment, persistence, and course completion.

Additionally, scheduling constraints within the instructional day and the need to further align college course offerings with high school programs continue to present challenges. While GHC has established partnerships, expanding access to college courses during the school day remains an area for growth. Addressing these barriers will support more consistent outcomes across all student groups.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to locally selected measures, GHC has implemented and continues to refine actions to ensure all students have access to a broad course of study. With strong outcomes, including a Blue CCI (76.5% prepared) and a 96% graduation rate, the focus has shifted to strengthening coherence, engagement, and successful completion for all student groups.

Across TK–12, GHC has deepened its Understanding by Design (UbD) work through vertical articulation to ensure aligned expectations, assessments, and skill progression. At the high school, professional learning has centered on student engagement through purposeful questioning, student-generated questions, and structured discourse, supported by a Student Engagement Walkthrough cycle reaching approximately 85% of classrooms.

GHC has expanded access to academic programs, including STEM pathways, and strengthened targeted supports such as a 0-period Math Skills course, increased Learning Lab sections, and a multi-tiered system of support with tutoring (including bilingual ELD support) and 24/7 Tutor.com access. The Wellness Center and College and Career Office have also expanded services, including workshops, college visits, and weekly communication to families.

To strengthen college and career readiness, GHC reviews student data within its student information system (SSI) to identify students who have met CCI criteria and to monitor progress. The school is also working with Special Programs to identify multiple pathways for Students with Disabilities to meet CCI. As dual enrollment participation has expanded, GHC is working directly with its CCAP dual enrollment partner to strengthen outreach and provide comprehensive support to students and families. Umoja and Nuestra Comunidad cohort models further support student participation, while online and in-person workshops guide students and families through the dual enrollment process.

At iGranada, expanded early college opportunities, Summit Sessions, and enhanced progress monitoring systems have increased access and accountability. Collectively, these actions reflect a continued focus on equitable access, strong engagement, and successful outcomes for all students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					