

Griffin HS LCFF Budget Overview for Parents Data Input Sheet

| | |
|---|---|
| Local Educational Agency (LEA) name: | Griffin Academy High (Griffin HS) |
| CDS code: | 48-70581-0139816 |
| LEA contact information: | Nick Driver, Superintendent ndriver@mitacademy.org (707) 552-6482 |
| Coming School Year: | 2023 – 24 |
| Current School Year: | 2022 – 23 |

*NOTE: The "High Needs Students" referred to in

| Projected General Fund Revenue for the 2023 – 24 School Year | | Amount |
|--|-----------|------------------|
| Total LCFF funds | | \$2,663,580 |
| LCFF supplemental & concentration grants | | 448,665 |
| All other state funds | | 266,381 |
| All local funds | | 452,926 |
| All federal funds | | 191,167 |
| Total Projected Revenue | \$ | 3,574,054 |
| Total Budgeted Expenditures for the 2023 – 24 School Year | | Amount |
| Total Budgeted General Fund Expenditures | | 3,551,654 |
| Total Budgeted Expenditures in the LCAP | | 3,551,654 |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$ | 2,051,415 |
| Expenditures not in the LCAP | \$ | - |
| Expenditures for High Needs Students in the 2022 – 23 School Year | | Amount |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$ | 1,901,224 |
| Actual Expenditures for High Needs Students in LCAP | \$ | 409,748 |

Griffin HS LCFF Budget Overview for Parents Template

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CDS Code: 48-70581-0139816

School Year: 2023 – 24

LEA contact information: Nick Driver, Superintendent

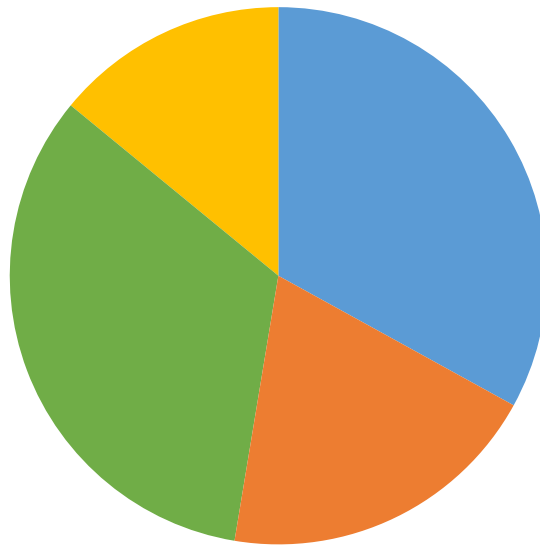
ndriver@mitacademy.org

(707) 552-6482

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

Budget Overview for the 2023 – 24 School Year

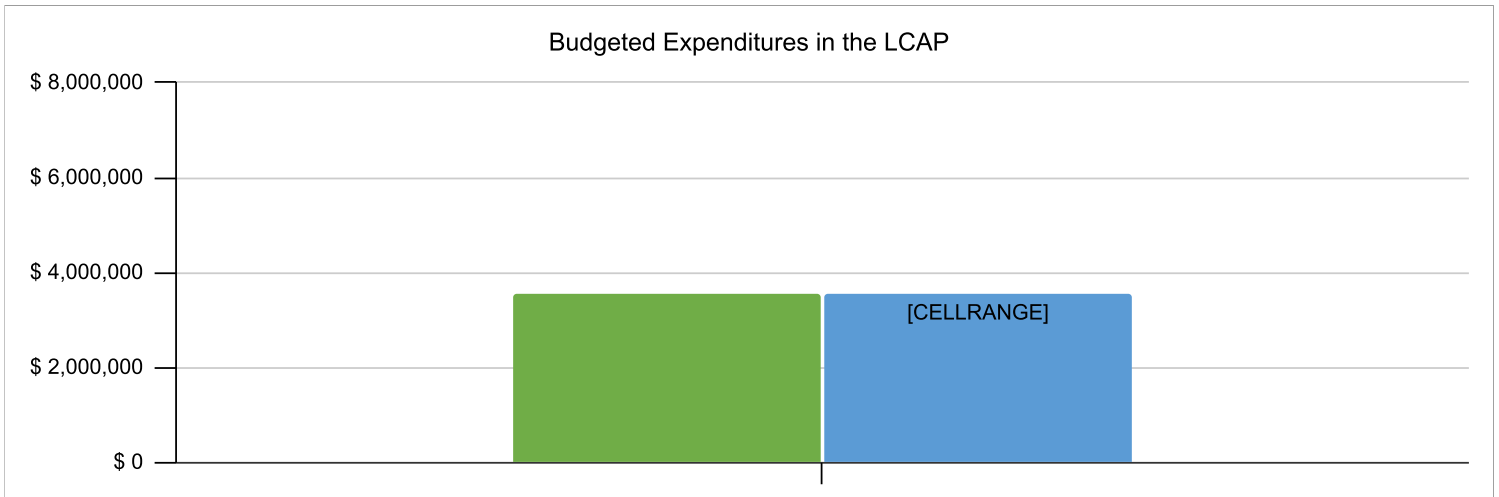
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Griffin Academy High (Griffin HS) 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 Griffin Academy High (Griffin HS) is \$3,574,054.12, of which \$2,663,580.00 is Local Control Funding Formula (LCFF), \$266,381.00 is other state funds, \$452,926.12 is local funds, and \$191,167.00 is federal funds. Of the \$2,663,580.00 in LCFF Funds, \$448,665.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Griffin Academy High (Griffin HS) plans to spend for 2023 – 24. It shows how much of the total is tied to planned actions and services in the LCAP.

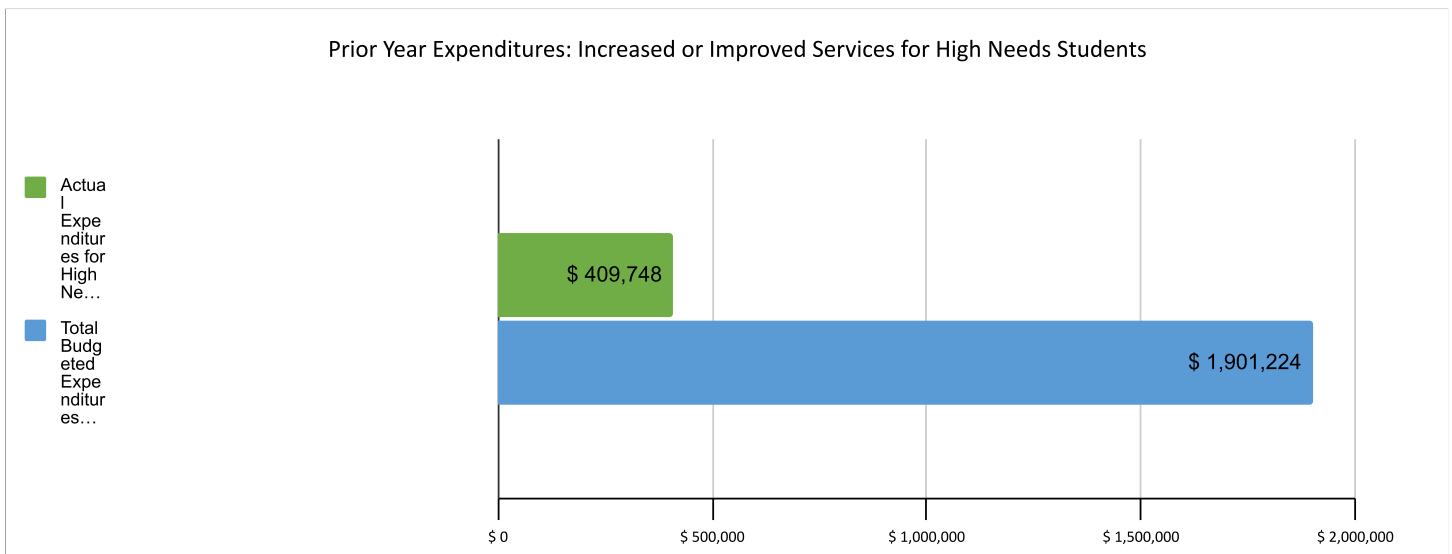
The text description of the above chart is as follows: Griffin Academy High (Griffin HS) plans to spend \$3,551,654.22 for the 2023 – 24 school year. Of that amount, \$3,551,654.22 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[Respond to prompt here] *TBD*

Increased or Improved Services for High Needs Students in the LCAP for the 2023 – 24 School Year

In 2023 – 24, Griffin Academy High (Griffin HS) is projecting it will receive \$448,665.00 based on the enrollment of foster youth, English learner, and low-income students. Griffin Academy High (Griffin HS) must describe how it intends to increase or improve services for high needs students in the LCAP. Griffin Academy High (Griffin HS) plans to spend \$2,051,415.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022 – 23



LCFF Budget Overview for Parents

This chart compares what Griffin Academy High (Griffin HS) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Griffin Academy High (Griffin HS) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022 – 23, Griffin Academy High (Griffin HS)'s LCAP budgeted \$1,901,224.00 for planned actions to increase or improve services for high needs students. Griffin Academy High (Griffin HS) actually spent \$409,748.22 for actions to increase or improve services for high needs students in 2022 – 23. The difference between the budgeted and actual expenditures of \$1,491,475.78 had the following impact on Griffin Academy High (Griffin HS)'s ability to increase or improve services for high needs students:

Due to continuing challenges posed by the pandemic, several staff positions went unfilled and instead services were provided by contractors.



Griffin Academy High School 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 |
|-------------------------------------|------------------------|--|
| Griffin Academy High School | Riffat Akram, Director | RAkram@mitacademy.org (707) 663-3900 |

Plan Summary 2023-24

General Information

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

Griffin Academy High School is an independent charter school authorized by VCUSD to serve the Vallejo community beginning in August 2020. The mission of Griffin Academy High School is to challenge our diverse student body to master a rigorous curriculum in a safe, disciplined, and nurturing environment. Griffin Academy High School's graduates are self-motivated, technologically-skilled, responsible global citizens equipped to succeed in post-secondary training/education.

Griffin Academy High School serves the unique needs of students in grades 9-12. For high school students to experience academic and personal success, we must ensure that they have positive, supportive, and caring interaction with adults and peers. We must hold high expectations and provide support for demonstrated achievement. And we must ensure that they participate in meaningful ways in the school and community, building leadership skills. With parent, staff, and community involvement, Griffin Academy High School provides accountability in a nurturing and stimulating learning environment that extends beyond the classroom, building a commitment to our local and global communities. A Griffin Academy High School graduate will exemplify personal excellence with a curiosity and passion for learning.

Vallejo is a working-class city of diverse ethnic and cultural backgrounds, located in the Bay Area near Mare Island and on the Napa River. The community of learners served by Griffin Academy High School is extremely diverse with multiple home languages represented (e.g., Arabic, Filipino, Spanish). The CA Dashboard demographic profile for the 179 enrolled students for 2022 was 41.3% Latino, 6.7% Filipino, 30.7% African American, 6.7% White, 3.4% Asian, 1.7% Pacific Islander, and 6.1% identifying as two or more races. Additionally, the student groups were 61.5% Socioeconomically Disadvantaged, 15.6% English Learners, and 8.9% Students with Disabilities. (Source: CA CDE Dataquest: Enrollment Data)

The 2022-23 academic year has marked a shift in the community culture and use of data to maintain focus on the vision and mission of college/career preparedness for ALL students. Through the analysis of data with our partners we have ignited a desire for transparency and willingness to engage in difficult conversations that seek to improve the performance and outcomes for students. Additionally, this path allows for shared accountability and decision-making amongst our community groups.

The 2023-24 LCAP is the result of this renewed sense of urgency to live up to the aspirational vision of the original charter petition and the commitment to quality outcomes for our students.

Reflections: Successes

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

Staff are committed to continuing the process of school improvement, where the community and school are working together to examine data and support initiatives that positively impact students. By embracing a data-driven culture, we are confident each partner will contribute to the on-going improvement process and remain fully engaged in the work ahead.

Successes (Local data):

- NWEA growth in English: Growth in all subgroups. Our Latino and Reclassified subgroups made moderate increases in English scores. Overall school as well as the Filipino, African American, White, SED, and SWD subgroups experienced significant increase in English NWEA scores from the beginning of the year to the end of the year.
- NWEA growth in Mathematics:
- NWEA Math and ELA English Learners and LTEL: Experienced significant growth from BOY-EOY; attainment was initially low but the growth is significant; RFEP maintained or grew in English and maintained in math and achievement has them well positioned for success in A-G math and science curriculum
- English course passage with grade “C” or better: All subgroups increased in passing rate except for SED
- Mathematics course passage with a grade of “C” or better: All subgroups increased in passing rate except for SED & SWD

Successes (State data):

- State CAASPP assessment: ELA made growth in every single subgroup, Math made growth in all subgroups except 2 (SWD and reclassified subgroups)

Reflections: Identified Needs

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As we both reflect on the current academic year and plan for the 2023-24 year, the examination of both local and state data illustrates the several areas of “need” to be included in a comprehensive, cohesive plan for school improvement.

Available local data:

- NWEA growth in Mathematics: Declines in both the SWD and Reclassified subgroups
- English & Mathematics Course Passage: SED students significantly declined in math and a slight decline in English passing rates, SWD declined in Math passage rates only.

Available state-level data:

Since Griffin High School opened in fall 2020, there is limited state data available. Based on the data released during the pandemic for 2020-21, the following data points have now been added to the LCAP and will be addressed as part of continuous improvement.

- *Summative ELPAC (2022): While the school is a “slow growth” grade model, our small number of English Learners presents the opportunity to develop a coordinated system of support to assist these students in their progress on ELD standards.*
- *Redesignation Rate (2022): The 2022 reclassification was impacted by the school closures, and the 2022 reclassification was impacted by the change in leadership adjustment, however the lack of systems internally contributed to the 0% reclassification.*

Based on the data presented above for both state and local data points, the following areas will be focused on for the 2023-24 academic year:

- *Students with Disabilities: Consistent staffing has improved in 22-23 despite having been a challenge due to the pandemic which impacted the delivery of services in a timely manner although the supports were being offered virtually. We are currently reevaluating systems/procedures for ensuring this population receives the required services described in their IEPs on a consistent basis.*
- *Supporting the unique needs of the English Learner student group, including LTELs and RFEPs: Due to consecutive years of staff and leadership turnover, the systems supporting the English Learner Program have declined. As of Spring 2022, the school has begun the process of reexamining current compliance and best practices for implementing the CA English Learner Roadmap. Crucial to implementation is the development of a coherent English Learner Master Plan complete with the process for identifying/monitoring English learner progress, communications with parents/guardians on status as well as progress of their English learner student, and providing the requisite English Learner Development courses to assist these students in their acquisition and mastery of English language. Additionally, on-going teacher professional development is needed in order for teachers to deliver high quality designated and integrated ELD instruction.*
- *Addressing barriers to success for our low-income student group: Successful course completion with grades of “C” or better has been a challenge for this student group. Based on the engagement of educational partners including teachers this Spring, the school is developing a system for coordinating the necessary supports which include but are not limited to reading and math interventions, supplemental curriculum, and opportunities for after school tutoring.*

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2023-2024 LCAP has undergone some revision. Feedback from all community stakeholders in School Site Council and through surveys has led to the revisions to this year’s LCAP. The overall goals remain the same, however, some of the actions have shifted based on current needs.

To accomplish this, the following goals have been established for 2022-23:

Goal 1 Conditions of Learning: Ensure a safe, nurturing learning environment for all students where they are provided with the necessary tools/supports for academic and personal success.

Goal 2 Academic Achievement in English/Language Arts: Ensure all students demonstrate annual progress in English/language arts as evidenced by local and state measures.

Goal 3 Academic Achievement in Mathematics & Science: Ensure all students demonstrate annual progress in mathematics and science as evidenced by local and state measures.

Goal 4 Academic Achievement of English Learners: Ensure our English learner population makes annual progress in their acquisition of English language in order to prepare them for college and career, and maintain their first language to remain competitive in the global economy.

Goal 5 Community engagement & School Climate to Promote Student Success: Provide a robust system of engagement activities and educational opportunities for our educational partners to nurture parent voice and input in decision-making, as well as support of the school’s mission and vision to support student success.

Goal 6 Post-Secondary Success for College & Career: Ensure all students are provided with a rigorous high school curriculum which prepares them for the college and career of their choice, and develops agency.

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.

Griffin Academy High School was not identified for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

In planning for the 2023-2024 LCAP, the School engaged students and families virtually through PTA meetings as well as School Site Council Meetings in the March-May window. Additionally, electronic surveys were sent to all families. The survey used a Likert Scale to ask questions aligned to the State Priorities as well as an open-ended question where parents were asked to share what they want for their student’s educational experience. Drafts of the LCAP were presented to the community and the Board for feedback throughout May and June prior to final approval in June. The feedback from families, as well as feedback from labor partners was used and can be seen throughout the plan.

A summary of the feedback provided by specific educational partners.

In summary, families felt that the school environment was safe and the strongest aspect of the school is students’ positive and supportive relationships with teachers and staff. Families also indicated that the school does a good job of communicating, providing opportunities to involve parents in the decision-making process, preparing students for college and career with appropriate instructional materials, and student discipline is done in a fair and consistent manner. Areas for improvement included facilities and targeted academic support for general education and special education students, as well as opportunities for extra curricular experiences and maintaining a full staff by eliminating or reducing vacancies and turnover mid-year.

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

Our educational partners expressed a strong desire to see the school expand support services for all students to increase academic and social success. Therefore, staff centered its conversations around how the school tried to offer these supports in previous years, and how the school might improve these efforts moving forward. As a result, the school intends to add staff in key support areas in math/ELA/ELD instruction, as well as improving site support in the areas of academic advising, counseling, and parent engagement.

Goals and Actions

Goal 1. Conditions of Learning & Basic Services

| Goal # | Description |
|--------|---|
| 1 | <i>Ensure a safe, nurturing learning environment for all students where they are provided with the necessary tools/supports for academic and personal success. (State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Access to a Broad Course of Study)</i> |

An explanation of why the LEA has developed this goal.

This goal responds to state priorities for basics (teacher assignment, instructional materials, facilities), parent engagement, and school climate, including the requirement for a climate survey. It is important to continue to build and improve all programs that support student success, while particularly targeting those areas where achievement gaps are present, including the suspension rate.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|-----------------------------------|---|--|----------------|---|
| % of Fully Credentialed Teacher Credentials & # of Misassignments [Priority 1] | Baseline same as “Year 1 Outcome” | 41.9% Teachers Fully Credentialed 52.1% - Misassignments of Teachers of English Learners 8 - Total Teacher Misassignments (Source: SARC 2021) | TBD% - Teachers Fully Credentialed TBD% - Misassignments of Teachers of English Learners TBD - Total Teacher Misassignments <i>*NOTE: As of June 1, 2023 the California Statewide Assignment Accountability System (CalSAAS) has not provided updated credentialing or assignment data.</i> | | 100% Teachers Fully Credentialed 0 Misassignments of Teachers of English Learners 0 Total Teacher Misassignments |
| % of Student Access to Standards-aligned Instructional Materials [Priority 1] | Baseline same as “Year 1 Outcome” | 0% Students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: SARC 2021) | 0% Students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: SARC 2022) | | 0% Students without access to their own copies of standards-aligned instructional materials for use at school and at home |
| School Facilities in Good Repair [Priority 1] | Baseline same as “Year 1 Outcome” | 3 Identified instances of facilities not meeting the “good repair” standard as measured by the FIT Overall Facility Rating: Good (Source: SARC 2021) | 1 Identified instances of facilities not meeting the “good repair” standard as measured by the FIT Overall Facility Rating: Good (Source: SARC 2022) | | “0” Identified instance of facilities not meeting the “good repair” standard as measured by the FIT |
| Implementation of Academic Content Standards [Priority 2] | Baseline same as “Year 1 Outcome” | STANDARD MET 2021 | STANDARD MET 2022 | | CA Dashboard Local Indicator Reflection 2023-24 - Standard is met |
| % of Students with Access to Broad Course of Study [Priority 7] | Baseline same as “Year 1 Outcome” | 100% Students with access to broad course of study 2021-22 | 0% Students with access to broad course of study 2022-2023 A small portion of students had the ability | | 100% Students with access to broad course of study |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|---|----------------|-----------------------------|
| | | | to take this at the college only but not all students had foreign language access this school year. | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------------|--|-------------|--------------|
| 1.01 | Facilities | <i>The LEA operates the 6-8 or 9-12 program on a VCUSD site under Prop 39. Due to classroom space limitations, portable classrooms have been added to the site.</i> | \$54,176 | No |
| 1.02 | Facility Maintenance & Operations | <i>Maintenance and operation of the physical plant requires the LEA to maintain contracts with vendors for daily custodial, waste management, and security</i> | \$45,189 | No |
| 1.03 | Management Fee & School Support | <i>The LEA is supported by the CMO to provide central services to support the leadership and instructional program.</i> Educational Services: <i>Student Services Support (Sped, 504, Counseling services), Coordinators ELA/ELD, Math, Categorical Programs, Instructional Technology, parent engagement, work-based learning as well as instructional leadership coaching and professional development.</i> Business & Operations Services: <i>Budgeting, accounts payable, payroll, benefits, human resources, facilities, legal, and nutritional services.</i> | \$386,219 | No |
| 1.04 | COVID Personal Protective Equipment | <i>As a precaution, the LEA will purchase/maintain a supply of masks, barriers, testing kits, hand sanitizer, classroom supplies as the effects of the COVID pandemic continue.</i> | \$1,284 | No |
| 1.05 | School Meal Program | <i>The Universal Meal Program required by the state of California requires two nutritionally adequate meals to be provided to all students daily whether or not they qualify for free-/reduced priced meals.</i> | \$54,177 | Yes |
| 1.06 | Staffing - Certificated | <i>The LEA will maintain the following certificated staff to support the school's educational program and the goals outlined throughout the LCAP (Costs included salaries and benefits):</i> | \$2,249,317 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| | | <ul style="list-style-type: none"> ● School Director ● Assistant Director ● General Education Teachers (target class size 28:1 ratio) ● Special Education Teacher ● Designated ELD Teacher ● School Counselor <p>All shared with the middle school</p> | | |
| 1.07 | Classified - Support Staff | <p>The LEA will maintain the following classified staff to support the school's program and on-site operations outlined throughout the LCAP (Costs included salaries and benefits):</p> <ul style="list-style-type: none"> ● Office Manager ● Student Support Coordinator ● Site Support Generalists ● Custodial Staff ● BSP/ASP Recreation Leads ● Food Service Worker ● Mental health specialist <p>All shared with the middle school</p> | \$332,247 | Yes |
| 1.08 | Classified - Paraprofessionals | <p>The LEA will maintain the following paraprofessionals to support the school's instructional program:</p> <ul style="list-style-type: none"> ● 1 Special Education Aide <p>Shared with the middle school</p> | \$51,352 | Yes |
| 1.09 | SELPA | <p>Membership fees for the special education local plan area in order to provide professional development, compliance/oversight of the special education program, and to provide the required services as defined in students' IEPs.</p> | \$2,568 | No |
| 1.10 | Technology - Infrastructure & Teachers | <p>Ensure that infrastructure and support are in place and available to help teachers meet the academic needs of all students.</p> | \$25,933 | No |
| 1.11 | Technology - Students | <p>The LEA will maintain student devices in good working order to support the vision/mission which incorporates the use of technology. On-going costs for replenishing devices and servicing devices:</p> <ul style="list-style-type: none"> ● Chromebooks deployed at a 1 to 1 ratio ● Establishing a Computer Lab at the site | \$68,812 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1.12 | <i>Student Information System & Local Assessments Platform</i> | <i>The LEA utilizes AERIES for maintaining student cumulative record data and NWEA for its system of assessment (approved state-verified data source).</i> | \$3,851 | Yes |
| 1.13 | <i>Core Curricula</i> | <i>The LEA will continue to implement the CA State Standards for all core instructional areas using standards-based materials. There will be no additional costs for the 2022-23 academic year</i> | \$11,041 | No |
| 1.14 | <i>Student dress code support</i> | <i>The LEA will provide each student 2 uniform shirts and one sweater in alignment with the school dress code for all students in addition to families seeking support and who are SED by documentation through the Free and Reduced Lunch Program.</i> | \$2,311 | No |
| 1.15 | <i>Equipment for Physical Education & Athletics</i> | <i>The program for physical education requires purchase of equipment to ensure students are able to engage in the full range of activities as described in the state standards for physical education and support fitness goals as measured by the CA FitnessGram.</i> | \$1,797 | No |
| 1.16 | <i>Professional Development - Instruction & Intervention</i> | <i>Annual professional development in the following areas using a PLC model:</i> <ul style="list-style-type: none"> • <i>Implementation of state standards and essential learning targets</i> • <i>Assessment data analysis</i> • <i>In-classroom interventions</i> • <i>Multi-Tiered System of Supports (MTSS)</i> • <i>Positive Behavior Intervention Support (PBIS)</i> • <i>Education equity</i> | \$10,270 | Yes |
| 1.17 | <i>Professional Development - College-going Culture</i> | <i>The School Counselor will be an integral part of establishing and sustaining a college-going culture. Using a trainer of the trainer model, the School Counselor will attend external professional development and provide training at the site for teachers. Additionally, several teachers will attend the AVID summer institute.</i> | \$9,757 | Yes |
| 1.18 | <i>Summer School Opportunities</i> | <i>Based on the data monitored by the Counselor as well as teachers, credit deficient students will be provided the opportunity to make up credits for courses needed for graduation during the summer. Costs associated with this action include the hourly rate for teachers to teach summer courses.</i> | \$15,919 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--|--------------|
| 1.19 | After School Tutoring | The School uses an After School Tutoring model where students from GA HS help middle school students with an In-Time intervention model to help students overcome obstacles and experience success in their classes. | Included in 1.7 | Yes |
| 1.20 | Associations, Memberships & Conferences | To build capacity of the school and the organization, as well as a strong professional network, the school will maintain memberships with professional organizations and team members will attend conferences around strategic areas of need: <ul style="list-style-type: none"> • CCSA • CSDC | \$7,960 | No |
| 1.21 | Assessment Coordinator stipend | To ensure assessments are effectively organized and proctored to deliver accurate data, the LEA will provide a stipend for an assessment coordinator (2,400) | Included in action 1.6 | Yes |
| 1.22 | After school program | To ensure student safety before and after school, the LEA will continue to pay for staffing and supplies for the after school program (\$20,000 included in Action 1.7) | \$5,392 (supplies) Staffing Included in action 1.7 | Yes |
| 1.23 | Campus Safety and Security | To address staff and family concerns about campus safety, the LEA will invest in technologies (cameras) and facilities (fencing) to support security as well as hiring internal security staff to support student safety during the school day | \$7,446, supplies, plus personnel Included in actions 1.1, 1.7 and 1.16 | No |
| 1.24 | Class and office materials and supplies | To support student learning and general operations of the school, the LEA will allocate money toward general classroom and office materials and supplies | \$9,757 | No |

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned Actions continue as originally written with minimal non substantive changes. The actual implementation of the actions during the 22-23 school year included upgrades to facilities, increase in staffing for areas of support and professional development. Those areas were all implemented but lack of filled positions and turnover has left the success of these areas as limited. Therefore, we intend to work diligently to start the 23-24 school year with full staffing and work to reduce vacancies school-wide. The twenty(20) identified actions helped the LEA to progress in this goal.

Action 1.4 was not as robust as originally planned. With COVID vaccinations and medical interventions, there was not as much of a need for as much COVID PPE. The school continues to make tests and masks available, and provides each class with hand sanitizer. Action 1.7- Due to overspending on facilities and maintenance, the funds were not available to support as many classified support staff as initially planned for. Action 1.8- due to difficulty hiring effective para educators, there were not as many paraeducators hired as originally planned for. Actions 1.16 & 1.17- Because of bringing on a new administrative team, there was not as much time or attention given to professional development as originally planned for. For the 23/24 school year, the focus will shift back to prioritizing professional development. Action 1.14- Due to fiscal department resistance on purchasing dress code for socio-economically disadvantaged students, we did not spend the full amount allotted in the LCAP; however, moving forward, we will be sure to use the funds as they were allocated. The 22/23 LCAP overestimated the cost of ELD training for the 22/23 school year. For future years the focus will be shifted toward instructional coaching to improve instructional practices in all areas and ensure all staff are equipped to differentiate instruction for English Learners and students with disabilities.

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.

There were major overages spent on facilities and maintenance, as well as additional monies spent with the CMO for legal fees. Finally, money was spent on recruitment that was not previously budgeted for.

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

Most specific actions listed in goal 1 were effective in making progress toward the goal; however, the technology infrastructure needs major improvements. The wifi is very inconsistent, the chromebooks are not effective for some of the technology needs of a school with a focus on technology, and tech support is extremely limited. Other conditions of learning have been met by the actions stated above.

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

An area of concern continues to be fully credentialed teachers and reducing vacancies. Effort has been made during this school year to identify a staff member who is responsible for analyzing credentials and supporting the process of ensuring our teachers are fully or intern

credentialed as well as supporting them through the process with a site mentor. A success from the 22-23 academic year is that the metrics are being met in all areas on this goal other than the one area (fully credentialed teachers). We have not received the data yet from CDE for the 22-23 school year but know this is a continued area of growth. Action 1.19 has been shifted from “after school tutoring” to “college tutors” due to the implementation of AVID and the need for college tutors for that program. Action 1.21 has been added: In order to ensure effective and accurate data collection on student achievement data, the school has decided to pay an assessment coordinator stipend to a certificated staff member to manage the processes and procedures for various achievement tests. Action 1.22 has been added to support the cost of the after school program. We have several students who utilize the after school program at our school, and action 1.22 allocates specific funds to that purpose to ensure student safety after school hours. Goal 1.23 has been added to intentionally direct resources toward the purpose of campus safety and security. This was added as a result of staff, students, and families raising concerns about safety on our campus.

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

Goal 2. Academic Achievement in English Language Arts

| Goal # | Description |
|--------|---|
| 2 | <i>Ensure all students demonstrate annual progress in English/language arts as evidenced by local and state measures. (State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)</i> |

An explanation of why the LEA has developed this goal.

This goal was developed to allow for more targeted focus on the progress of our students in the areas of English/language arts. The school closures, disruptions caused by the Omicron spread in 2021-22, made it evident to the school community that we need to more closely monitor student progress and academic needs through our system of local assessments. Creating a standalone ELA goal, ensures that the entire school community will continuously examine and reflect on the needs of our students.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|----------------|---|
| English/Language Arts Local Assessment [Priority 4] | NWEA RIT Growth Fall to Spring & Avg RIT 20-21 | NWEA RIT Growth Fall to Spring & Avg RIT 21-22 | NWEA RIT Growth Fall to Spring & Avg RIT 22-23 | | Annually increase growth of student groups in English/language arts as measured by NWEA |

| Metric | Baseline | | Year 1 Outcome | | Year 2 Outcome | | Year 3 Outcome | | Desired Outcome for 2023–24 | |
|---|---|--------|----------------|--------------------------------------|----------------|--|----------------|--------|-----------------------------|--|
| | | Growth | Avg | | Growth | Avg | | Growth | Avg | |
| | All | +0.3 | 219 | All | +1.2 | 218.7 | All | +4.1 | 221.4 | |
| | AfAm | +/-0 | 215 | AfAm | +1.5 | 215.8 | AfAm | +6.8 | 218.3 | |
| | AAPI | +2.9 | 226 | AAPI | +3.3 | 226.8 | AAPI | +4.1 | 230.2 | |
| | Filipino | -0.8 | 225 | Filipino | +4.3 | 223.2 | Filipino | +6.7 | 226.8 | |
| | Latino | +0.5 | 224 | Latino | +0.8 | 217.7 | Latino | +2.1 | 219 | |
| | White | +1.5 | 223 | White | +1.5 | 222.8 | White | +3.0 | 228.6 | |
| | SED | -0.9 | 221 | SED | +/-0 | 216.1 | SED | +4.4 | 220.6 | |
| | SWD | -0.6 | 205 | SWD | +1.0 | 205.4 | SWD | +8.0 | 203.9 | |
| Course Grades in English/Language Arts [Priority 8] | Baseline is the same as “Year 1 Outcome” since this is a new metric | | | Percentage of Students Passing 20-21 | | Percentage of Students Passing 21-22 | | | | Annually increase percentage of student groups passing English/language arts courses |
| | All | | | All | 60% | All | 76.5% | | | |
| | AfAm | | | AfAm | 46% | AfAm | 70.6% | | | |
| | AAPI | | | AAPI | 75% | AAPI | | | | |
| | Filipino | | | Filipino | 75% | Filipino | | | | |
| | Latino | | | Latino | 70% | Latino | 76.6% | | | |
| | White | | | White | 67% | White | 72.7% | | | |
| | SED | | | SED | 67% | SED | 66.7% | | | |
| | SWD | | | SWD | 33% | SWD | 66.7% | | | |
| English/Language Arts SBAC [Priority 4] | Baseline will be established in “Year 2 Outcome” | | | N/A | | Pending completion of and release of scores testing (april/May) release of results(summer following) | | | | Annually decrease DFS and increase percentage of student groups meeting/exceeding standards in English/language arts |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 2.01 | Supplemental Curriculum – English/Language Arts | The following supplemental materials will be used to improve literacy skills: | \$5,905 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------------------------|--------------|
| | | <ul style="list-style-type: none"> • Audible (audio books platform) for reading • “NoRedInk.com” to build writing skills | | |
| 2.02 | Intervention Program for English/Language Arts | <p>Using NWEA data to identify students who, based on RIT score and Lexile level, are below grade-level/significantly below grade-level. Identified students will be programmed into an additional targeted support course to build literacy skills.</p> <p>As part of the school’s Intervention model, the ELA Support course is a Tier-3 support intended to meet students where they are and help them develop the skills needed to access grade-level skills and content. This support will be in addition to their enrollment in a grade-level course that provides them access to the guaranteed and viable grade-level curriculum that every student receives. Additionally, the ELA Support course is supported by a dedicated instructional aide.</p> | \$3,595 | Yes |
| 2.03 | Resource program for students with disabilities | To reduce achievement disparities between students with disabilities and general education students, the school shares one full time resource teacher and 1 full time special education paras with the high school. | Included in actions 1.6 & 1.8 | Yes |

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned Actions continue as originally written with minimal substantive changes. The actual implementation of the actions during the 22-23 school year included the implementation of the supplemental curriculum and attempts to meet the goals of the ELA action as it relates to para-professionals and support classes. All students benefit from support classes but para-professionals continue to be an in-process part of the program in order to see the success we hope to achieve.

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

The school planned to spend \$48,113 on an ELA intervention class, but due to over expenditures on facilities as part of recovering from mold remediation, that money was not spent on the ELA intervention as planned, but rather, the school implemented end of block RTI, which was not as successful as hoped.

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

There was significant growth in ELA for our students, in excess to last year’s growth. This indicates that the actions taken made progress toward the goal as planned.

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

Systems were set in place and job descriptions were approved and negotiated in accordance with GTA processes. Effort is currently being made to ensure these positions are fully staffed for the 23-24 school year prior to August 2023.

Goal 3. Academic Achievement in Mathematics & Science

| Goal # | Description |
|--------|---|
| 3 | <i>Ensure all students demonstrate annual progress in mathematics and science as evidenced by local and state measures. (State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)</i> |

An explanation of why the LEA has developed this goal.

This goal was developed to allow for more targeted focus on the progress of our students in the areas of mathematics and science. The school closures, disruptions caused by the Omicron spread in 2021-22, made it evident to the school community that we need to more closely monitor student progress and academic needs through our system of local assessments. Creating a standalone goal, ensures that the entire school community will continuously examine and reflect on the needs of our students.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|----------------|----------------|-----------------------------|--------|-----|-----|-----|-----|---|--|--|--|--|--------|-----|-----|------|-------|---|--|--|--|--|--------|-----|-----|------|-------|--|---|
| Mathematics Local Assessment [Priority 4] | <table border="1"> <tr> <td colspan="3">NWEA RIT Growth Fall to Spring & Avg RIT 20-21</td> </tr> <tr> <td></td> <td>Growth</td> <td>Avg</td> </tr> <tr> <td>All</td> <td>0.6</td> <td>225</td> </tr> </table> | NWEA RIT Growth Fall to Spring & Avg RIT 20-21 | | | | Growth | Avg | All | 0.6 | 225 | <table border="1"> <tr> <td colspan="3">NWEA RIT Growth Fall to Spring & Avg RIT 21-22</td> </tr> <tr> <td></td> <td>Growth</td> <td>Avg</td> </tr> <tr> <td>All</td> <td>+2.7</td> <td>224.6</td> </tr> </table> | NWEA RIT Growth Fall to Spring & Avg RIT 21-22 | | | | Growth | Avg | All | +2.7 | 224.6 | <table border="1"> <tr> <td colspan="3">NWEA RIT Growth Fall to Spring & Avg RIT 22-23</td> </tr> <tr> <td></td> <td>Growth</td> <td>Avg</td> </tr> <tr> <td>All</td> <td>+2.7</td> <td>225.5</td> </tr> </table> | NWEA RIT Growth Fall to Spring & Avg RIT 22-23 | | | | Growth | Avg | All | +2.7 | 225.5 | | Annually increase growth of student groups in mathematics as measured by NWEA |
| NWEA RIT Growth Fall to Spring & Avg RIT 20-21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Growth | Avg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 0.6 | 225 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NWEA RIT Growth Fall to Spring & Avg RIT 21-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Growth | Avg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | +2.7 | 224.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NWEA RIT Growth Fall to Spring & Avg RIT 22-23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Growth | Avg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | +2.7 | 225.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Metric | Baseline | | | Year 1 Outcome | | | Year 2 Outcome | | | Year 3 Outcome | Desired Outcome for 2023–24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|------|-----|--|------|-------|--|------|-------|-----------------|--|-------|---------------|-----|----------|-----|--------|------|-------|----------|-----|-----|---|-----|--|--|--|--------------------------------------|--|-----|-------|------|-------|------|-----|----------|-----|--------|-------|-------|-------|-----|-------|-----|-------|--|--|
| | AfAm | 1.1 | 218 | AfAm | +0.2 | 217.2 | AfAm | +3.5 | 219 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AAPI | 2.6 | 237 | AAPI | +3.9 | 238.7 | AAPI | +0.9 | 241.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Filipino | -2.1 | 234 | Filipino | +2.3 | 230.7 | Filipino | +4.7 | 231.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Latino | 1.9 | 232 | Latino | +4.8 | 224.5 | Latino | +1.8 | 220.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | White | 1.3 | 234 | White | +1.3 | 234.2 | White | +5.9 | 240.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SED | -0.4 | 226 | SED | +1.1 | 222 | SED | +2.3 | 220.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SWD | 1.4 | 205 | SWD | -3.8 | 206.2 | SWD | -5.8 | 189.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Grades in Mathematics & Science [Priority 8] | Baseline is the same as “Year 1 Outcome” since this is a new metric | | | <table border="1"> <thead> <tr> <th colspan="2">Percentage of Students Passing 20-21</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>67%</td> </tr> <tr> <td>AfAm</td> <td>55%</td> </tr> <tr> <td>AAPI</td> <td>83%</td> </tr> <tr> <td>Filipino</td> <td>78%</td> </tr> <tr> <td>Latino</td> <td>77%</td> </tr> <tr> <td>White</td> <td>69%</td> </tr> <tr> <td>SED</td> <td>71%</td> </tr> <tr> <td>SWD</td> <td>53%</td> </tr> </tbody> </table> | | | Percentage of Students Passing 20-21 | | All | 67% | AfAm | 55% | AAPI | 83% | Filipino | 78% | Latino | 77% | White | 69% | SED | 71% | SWD | 53% | <table border="1"> <thead> <tr> <th colspan="2">Percentage of Students Passing 21-22</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>76.5%</td> </tr> <tr> <td>AfAm</td> <td>68.6%</td> </tr> <tr> <td>AAPI</td> <td>88%</td> </tr> <tr> <td>Filipino</td> <td>79%</td> </tr> <tr> <td>Latino</td> <td>78.5%</td> </tr> <tr> <td>White</td> <td>81.8%</td> </tr> <tr> <td>SED</td> <td>63.6%</td> </tr> <tr> <td>SWD</td> <td>41.7%</td> </tr> </tbody> </table> | | | Percentage of Students Passing 21-22 | | All | 76.5% | AfAm | 68.6% | AAPI | 88% | Filipino | 79% | Latino | 78.5% | White | 81.8% | SED | 63.6% | SWD | 41.7% | | Annually increase percentage of student groups passing mathematics & science courses |
| Percentage of Students Passing 20-21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AfAm | 55% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AAPI | 83% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filipino | 78% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latino | 77% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 69% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percentage of Students Passing 21-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 76.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AfAm | 68.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AAPI | 88% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filipino | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latino | 78.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 81.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | 63.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | 41.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics SBAC [Priority 4] | Baseline will be established in “Year 2 Outcome” | | | N/A | | | Pending completion of and release of 1st scores: testing (april/May) release of results (summer following test) | | | | Annually decrease DFS and increase percentage of student groups meeting/exceeding standards in mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CAST [Priority 4] | Baseline will be established in “Year 2 Outcome” | | | N/A | | | <table border="1"> <thead> <tr> <th colspan="2">CA Science 2022</th> </tr> <tr> <th>Group</th> <th>Met/ Exceeded</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>20.7%</td> </tr> <tr> <td>SED</td> <td>14.7%</td> </tr> <tr> <td>AfAm</td> <td>7.1%</td> </tr> <tr> <td>Filipino</td> <td>NS</td> </tr> </tbody> </table> | | | CA Science 2022 | | Group | Met/ Exceeded | All | 20.7% | SED | 14.7% | AfAm | 7.1% | Filipino | NS | | Annually increase percentage of student groups meeting/exceeding standards in science | | | | | | | | | | | | | | | | | | | | | | | | |
| CA Science 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Group | Met/ Exceeded | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 20.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | 14.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AfAm | 7.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filipino | NS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 | | | | |
|--------|----------|----------------|---|----------------|-----------------------------|-------|----|--|--|
| | | | <table border="1"> <tr> <td>Latino</td> <td>17.9%</td> </tr> <tr> <td>White</td> <td>NS</td> </tr> </table> | Latino | 17.9% | White | NS | | |
| Latino | 17.9% | | | | | | | | |
| White | NS | | | | | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------------------------------|-----------------|
| 3.01 | Supplemental Curriculum – Mathematics | <p><i>Supplemental materials to address gaps in math skills in order to improve achievement in mathematics and mastery of standards:</i></p> <ul style="list-style-type: none"> <i>Desmos curriculum</i> <i>Kuta Software generates specific targeted practice for designated skills</i> | \$5,905 | Yes |
| 3.02 | Intervention Program for Mathematics | <p><i>Using NWEA data to identify students who, based on RIT scores, are below /significantly below grade-level in mathematics. Identified students will be programmed into an additional targeted support course to build skills and provide access to the grade-level curriculum. The course will be supported by a dedicated instructional aide.</i></p> | \$8,216 | Yes |
| 3.03 | Resource program for students with disabilities | <p><i>To reduce achievement disparities between students with disabilities and general education students, the school shares one full time resource teacher and 2 full time special education paras with the high school.</i></p> | Included in actions 1.6 & 1.8 above | Yes \$68,744 |
| 3.04 | Science Field Trips and Consumables | <p><i>To improve student engagement in science courses, the LEA will allocate funds for science field trips and science consumables to be used on labs</i></p> | \$6,162 | No |

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned Actions continue as originally written with minimal substantive changes. The actual implementation of the actions during the 22-23 school year included the implementation of the supplemental curriculum and attempts to meet the goals of the Mathematics actions as it relates to para-professionals and support classes.

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

The school planned to spend \$57,736 on a mathematics intervention class, but due to over expenditures on facilities as part of recovering from mold remediation, that money was not spent on the math intervention as planned, but rather, the school implemented end of block RTI, which was not as successful as hoped.

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

Despite the changes in the intervention plan for mathematics, we still saw growth for most student groups in the area of mathematics, with the exception of students with disabilities.

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

Systems were set in place and job descriptions were approved and negotiated in accordance with GTA processes. Effort is currently being made to ensure these positions are fully staffed for the 23-24 school year prior to August 2023.

Next year, we will be hiring a bilingual aid to support our English learners, which should assist in all areas of achievement for that student group. We will also be adding 2-3 “math lab” mathematics intervention courses, and will be using assessment and grade data to place students with low achievement in math into those intervention courses. The school will provide targeted intervention in the area of mathematics to Students with Disabilities in the resource class. Finally, the school has allocated funds to increase engagement in science to improve science achievement for all students.

Goal 4. Academic Achievement for English Learners

| Goal # | Description |
|--------|---|
| 4 | <i>Ensure our English learner population makes annual progress in their acquisition of English language in order to prepare them for college and career, and maintain their first language to remain competitive in the global economy. (State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)</i> |

An explanation of why the LEA has developed this goal.

This goal was developed to allow for more targeted focus on the progress of our diverse English learner population. As a public charter school with strong language diversity in our school and surrounding community, we seek to provide a supportive English Language Development (ELD) program which prepares these students to be successful in both college and career. As literacy and fluency in English is a prerequisite to developing their commitment to lifelong learning, all English learners will be provided with supports to accelerate their language acquisition while respecting the rich cultural and linguistic contributions these students bring to the school. Creating a standalone goal, ensures that the entire school community will continuously examine and reflect on data to provide responsive supports to the needs of EL students.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|----------------|--|--------|--|-----------------------|------|----------------------|---|--------------------------------------|-------------------------------|------|-------|------|--|--|-------|--|--|--------|-----|----|------|-------|------|------|-----|------|------|-------|--|--|--|--|--|--------|-----|----|------|-------|------|------|-------|------|------|-------|--|---|
| English/Language Arts Local Assessment [Priority 4] | <table border="1"> <tr> <td colspan="3">NWEA RIT Growth Fall to Spring & Avg RIT 20-21</td> </tr> <tr> <td></td> <td>Growth</td> <td>Avg</td> </tr> <tr> <td>EL</td> <td>-3.2</td> <td>204</td> </tr> <tr> <td>LTEL</td> <td>-5.1</td> <td>204</td> </tr> <tr> <td>RFEP</td> <td>0.4</td> <td>226</td> </tr> </table> | NWEA RIT Growth Fall to Spring & Avg RIT 20-21 | | | | Growth | Avg | EL | -3.2 | 204 | LTEL | -5.1 | 204 | RFEP | 0.4 | 226 | <table border="1"> <tr> <td colspan="3">NWEA RIT Growth Fall to Spring & Avg RIT 21-22</td> </tr> <tr> <td></td> <td>Growth</td> <td>Avg</td> </tr> <tr> <td>EL</td> <td>-3.0</td> <td>205.2</td> </tr> <tr> <td>LTEL</td> <td>-1.0</td> <td>203</td> </tr> <tr> <td>RFEP</td> <td>-0.6</td> <td>224.5</td> </tr> </table> | NWEA RIT Growth Fall to Spring & Avg RIT 21-22 | | | | Growth | Avg | EL | -3.0 | 205.2 | LTEL | -1.0 | 203 | RFEP | -0.6 | 224.5 | <table border="1"> <tr> <td colspan="3">NWEA RIT Growth Fall to Spring & Avg RIT 22-23</td> </tr> <tr> <td></td> <td>Growth</td> <td>Avg</td> </tr> <tr> <td>EL</td> <td>+4.3</td> <td>208.3</td> </tr> <tr> <td>LTEL</td> <td>+3.7</td> <td>212.6</td> </tr> <tr> <td>RFEP</td> <td>+0.7</td> <td>226.4</td> </tr> </table> | NWEA RIT Growth Fall to Spring & Avg RIT 22-23 | | | | Growth | Avg | EL | +4.3 | 208.3 | LTEL | +3.7 | 212.6 | RFEP | +0.7 | 226.4 | | For English Learners: Annually increase student group growth in English/language arts as measured by NWEA |
| NWEA RIT Growth Fall to Spring & Avg RIT 20-21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Growth | Avg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | -3.2 | 204 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LTEL | -5.1 | 204 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 0.4 | 226 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NWEA RIT Growth Fall to Spring & Avg RIT 21-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Growth | Avg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | -3.0 | 205.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LTEL | -1.0 | 203 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | -0.6 | 224.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NWEA RIT Growth Fall to Spring & Avg RIT 22-23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Growth | Avg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | +4.3 | 208.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LTEL | +3.7 | 212.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | +0.7 | 226.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Grades in English/Language Arts [Priority 8] | Baseline same as “Year 1 Outcome” | <table border="1"> <tr> <td colspan="2">Percentage of Students Passing 20-21</td> </tr> <tr> <td>EL</td> <td>62%</td> </tr> <tr> <td>LTEL</td> <td>60%</td> </tr> <tr> <td>RFEP</td> <td>71%</td> </tr> </table> | Percentage of Students Passing 20-21 | | EL | 62% | LTEL | 60% | RFEP | 71% | <table border="1"> <tr> <td colspan="2">Percentage of Students Passing 21-22</td> </tr> <tr> <td>EL</td> <td>63.2%</td> </tr> <tr> <td>LTEL</td> <td></td> </tr> <tr> <td>RFEP</td> <td>77.1%</td> </tr> </table> | Percentage of Students Passing 21-22 | | EL | 63.2% | LTEL | | RFEP | 77.1% | | For English Learners: Annually increase student group percentage passing English/language arts courses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percentage of Students Passing 20-21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 62% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LTEL | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percentage of Students Passing 21-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 63.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LTEL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 77.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English/Language Arts SBAC [Priority 4] | Baseline will be established in “Year 2 Outcome” | N/A | Pending completion of and release of 1st scores: testing (april/May) release of results (summer following test) | | For English Learners: Annually decrease DFS and increase student group percentage meeting/exceeding standards in English/language arts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Proficiency on Summative ELPAC [Priority 4] | Baseline same as “Year 1 Outcome” | <table border="1"> <tr> <td colspan="2">Summative ELPAC 2021</td> </tr> <tr> <td>Proficient</td> <td>13.33%</td> </tr> </table> | Summative ELPAC 2021 | | Proficient | 13.33% | <table border="1"> <tr> <td colspan="2">No data reported 2022</td> </tr> <tr> <td colspan="2">Summative ELPAC 2023</td> </tr> </table> | No data reported 2022 | | Summative ELPAC 2023 | | | >45% Target ELPAC Proficiency | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summative ELPAC 2021 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proficient | 13.33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No data reported 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summative ELPAC 2023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Metric | Baseline | Year 1 Outcome | | Year 2 Outcome | | Year 3 Outcome | Desired Outcome for 2023–24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--------------------------------------|---|----|----------------|--|-----|------|-----|---|--------------------------------------|-----|------|-------|------|--|--|-------|--|--|--------|-----|----|------|-------|------|------|-----|------|------|-------|--|--|--|--|--|--------|-----|----|------|-------|------|------|-------|------|------|-------|--|---|
| | | Level 3 | 33.33% | Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Level 2 | 26.67% | Level 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Level 1 | 26.67% | Level 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Level 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | *data pending release* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Annual Reclassification Rate for English Learners [Priority 4] | TBD based on establishment of new post-pandemic baseline using 2022 data | 0% Redesignated (Source: CDE DataQuest 2020-21) | | 0% Redesignated | | | Target TBD based on establishment of new post-pandemic baseline using 2022 data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Language Progress Indicator (ELPI CA Dashboard) [Priority 4] | Baseline will be established in “Year 2 Outcome” | N/A | | N/A | | | Target TBD based on establishment of new post-pandemic baseline using 2022 data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics Local Assessment [Priority 4] | <table border="1"> <tr> <td colspan="3">NWEA RIT Growth Fall to Spring & Avg RIT 20-21</td> </tr> <tr> <td></td> <td>Growth</td> <td>Avg</td> </tr> <tr> <td>EL</td> <td>1.9</td> <td>208</td> </tr> <tr> <td>LTEL</td> <td>1.2</td> <td>209</td> </tr> <tr> <td>RFEP</td> <td>0.4</td> <td>232</td> </tr> </table> | NWEA RIT Growth Fall to Spring & Avg RIT 20-21 | | | | Growth | Avg | EL | 1.9 | 208 | LTEL | 1.2 | 209 | RFEP | 0.4 | 232 | <table border="1"> <tr> <td colspan="3">NWEA RIT Growth Fall to Spring & Avg RIT 21-22</td> </tr> <tr> <td></td> <td>Growth</td> <td>Avg</td> </tr> <tr> <td>EL</td> <td>+2.1</td> <td>209.2</td> </tr> <tr> <td>LTEL</td> <td>+9.0</td> <td>201</td> </tr> <tr> <td>RFEP</td> <td>-0.8</td> <td>232.3</td> </tr> </table> | NWEA RIT Growth Fall to Spring & Avg RIT 21-22 | | | | Growth | Avg | EL | +2.1 | 209.2 | LTEL | +9.0 | 201 | RFEP | -0.8 | 232.3 | <table border="1"> <tr> <td colspan="3">NWEA RIT Growth Fall to Spring & Avg RIT 22-23</td> </tr> <tr> <td></td> <td>Growth</td> <td>Avg</td> </tr> <tr> <td>EL</td> <td>+3.2</td> <td>213.5</td> </tr> <tr> <td>LTEL</td> <td>+2.6</td> <td>213.1</td> </tr> <tr> <td>RFEP</td> <td>-2.2</td> <td>229.5</td> </tr> </table> | NWEA RIT Growth Fall to Spring & Avg RIT 22-23 | | | | Growth | Avg | EL | +3.2 | 213.5 | LTEL | +2.6 | 213.1 | RFEP | -2.2 | 229.5 | | For English Learners: Annually increase student group growth in mathematics as measured by NWEA |
| NWEA RIT Growth Fall to Spring & Avg RIT 20-21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Growth | Avg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 1.9 | 208 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LTEL | 1.2 | 209 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 0.4 | 232 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NWEA RIT Growth Fall to Spring & Avg RIT 21-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Growth | Avg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | +2.1 | 209.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LTEL | +9.0 | 201 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | -0.8 | 232.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NWEA RIT Growth Fall to Spring & Avg RIT 22-23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Growth | Avg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | +3.2 | 213.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LTEL | +2.6 | 213.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | -2.2 | 229.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Grades in Mathematics & Science [Priority 8] | Baseline same as “Year 1 Outcome” | <table border="1"> <tr> <td colspan="2">Percentage of Students Passing 20-21</td> </tr> <tr> <td>EL</td> <td>48%</td> </tr> <tr> <td>LTEL</td> <td>44%</td> </tr> <tr> <td>RFEP</td> <td>81%</td> </tr> </table> | Percentage of Students Passing 20-21 | | EL | 48% | LTEL | 44% | RFEP | 81% | <table border="1"> <tr> <td colspan="2">Percentage of Students Passing 21-22</td> </tr> <tr> <td>EL</td> <td>65.2%</td> </tr> <tr> <td>LTEL</td> <td></td> </tr> <tr> <td>RFEP</td> <td>82.9%</td> </tr> </table> | Percentage of Students Passing 21-22 | | EL | 65.2% | LTEL | | RFEP | 82.9% | | For English Learners: Annually increase student group percentage passing mathematics and science courses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percentage of Students Passing 20-21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 48% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LTEL | 44% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percentage of Students Passing 21-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 65.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LTEL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RFEP | 82.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics SBAC [Priority 4] | Baseline will be established in “Year 2 Outcome” | N/A | | Pending completion of and release of 1st scores: testing (april/May) release of results (summer following test) | | | For English Learners: Annually decrease DFS and increase student group percentage meeting/exceeding standards in mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|------------------------|--------------|
| 4.01 | Professional Development – ELD | <p>Teachers will be provided on-going professional development on the implementation of the CA Roadmap for English Learners with a focus on providing integrated English Language Development through the instructional core, as well as the role of the designated ELD course in improving the acquisition of English by the our English learner students.</p> <p>Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap, impactful strategies for integrated ELD, and supporting the academic needs of dually identified students.</p> | \$9,243 | Yes |
| 4.02 | Supplemental Curriculum – ELD | <p>Supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Lexia Learning is used to support students in the ELD program who are below grade-level in reading.</p> <p>Full implementation of the ELD program will be assessed for effectiveness and combined with the EL comprehensive needs assessment process to determine areas for improvement.</p> <p>Rosetta Stone or similar support to be made available for all level one students as needed.</p> | \$9,243 | Yes |
| 4.03 | Intervention Program for English Learners | <p>Using ELPAC and NWEA data to identify students who, based on RIT score and Lexile level, are below grade-level/significantly below grade-level. Identified students will be programmed into an additional targeted support course to build literacy (ELD) skills.</p> <p>As part of the school's Intervention model, the ELD Support course is a Tier-3 support intended to meet students where they are and help them develop the skills needed to access grade-level skills and content. This support will be in addition to their enrollment in a grade-level course that provides them access to the guaranteed and viable grade-level curriculum that every student receives. Additionally, the ELD Support course is supported by a dedicated instructional aide.</p> | included in action 1.6 | Yes |

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation; however additional intervention was added by creating an EL advisory class where students worked on Lexia (EL intervention software) to further remediate skill and achievement discrepancies.

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.

There were no significant material differences between budgeted and actual expenditures for this goal.

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

We saw some growth in math and English achievement for ELs, and RFEPs. The actions taken were successful in making progress toward the goal.

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

The current actions will remain the same, but we will be using push in support models for our English learners in all their classes.

Goal 5. Community Engagement & Positive School Climate to Support Student Success

| Goal # | Description |
|--------|--|
| 5 | <p><i>Provide a robust system of engagement activities and educational opportunities for our educational partners to nurture parent voice and input in decision-making, as well as support of the school's mission and vision to support student success.</i></p> <p><i>(State Priorities: 3 Parent Involvement, 5 Pupil Engagement, 6 School Climate, 8 Other Student Outcomes)</i></p> |

An explanation of why the LEA has developed this goal.

There has been a considerable amount of disruption and transition in our community both external to the school and internally. As we reopened in August 2021, parents/guardians have expressed a desire to become more involved in their student’s education and path to college and/or career. This shift is due in no small part to our efforts to remain connected to our families as the pandemic impeded our ability to support families and serve students in-person.

While this goal existed in the previous LCAP for 21-22, we have taken the opportunity to create a more explicit, aspirational goal that aligns to our focus on families. In this update, we have made minor adjustments to support the identified needs of our site.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|----------------|--|------|-------------|--|---|---|--|--|-------------------|---|--------------------|---|--|---|---|--|--|-----|---|------|---|--|---|--|--|---|--|-------------------|---|--------------------|---|--|---|
| Opportunities for Parent Input in Decision-Making: Participation School Governance Structure [Priority 3] | <table border="1"> <tr> <th colspan="2">Parent Decision-Making Opportunities 2020-21</th> </tr> <tr> <td>SSC</td> <td>Established</td> </tr> <tr> <td>ELAC</td> <td>Established</td> </tr> <tr> <td>Parent/Community Town hall meetings held</td> <td>7</td> </tr> </table> | Parent Decision-Making Opportunities 2020-21 | | SSC | Established | ELAC | Established | Parent/Community Town hall meetings held | 7 | <table border="1"> <tr> <th colspan="2">Parent Decision-Making Opportunities 2021-22</th> </tr> <tr> <td>SSC meetings held</td> <td>5</td> </tr> <tr> <td>ELAC meetings held</td> <td>5</td> </tr> <tr> <td>Parent/Community Town hall meetings held</td> <td>5</td> </tr> </table> | Parent Decision-Making Opportunities 2021-22 | | SSC meetings held | 5 | ELAC meetings held | 5 | Parent/Community Town hall meetings held | 5 | <table border="1"> <tr> <th colspan="2">Parent Decision-Making Opportunities 2022-23</th> </tr> <tr> <td>SSC</td> <td>2</td> </tr> <tr> <td>ELAC</td> <td>3</td> </tr> <tr> <td>Parent/Community Town hall meetings held</td> <td>5</td> </tr> </table> | Parent Decision-Making Opportunities 2022-23 | | SSC | 2 | ELAC | 3 | Parent/Community Town hall meetings held | 5 | | <table border="1"> <tr> <th colspan="2">Target Parent Decision-Making Opportunities</th> </tr> <tr> <td>SSC meetings held</td> <td>5</td> </tr> <tr> <td>ELAC meetings held</td> <td>5</td> </tr> <tr> <td>Parent/Community Town hall meetings held</td> <td>3</td> </tr> </table> | Target Parent Decision-Making Opportunities | | SSC meetings held | 5 | ELAC meetings held | 5 | Parent/Community Town hall meetings held | 3 |
| Parent Decision-Making Opportunities 2020-21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SSC | Established | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELAC | Established | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent/Community Town hall meetings held | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Decision-Making Opportunities 2021-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SSC meetings held | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELAC meetings held | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent/Community Town hall meetings held | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Decision-Making Opportunities 2022-23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SSC | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELAC | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent/Community Town hall meetings held | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Target Parent Decision-Making Opportunities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SSC meetings held | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELAC meetings held | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent/Community Town hall meetings held | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Education & Engagement: Attendance Parent Workshops [Priority 3] | 2 Parent Workshops | 2 Parent Workshops | 2 Parent Workshops | | 4 Parent Workshops/year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Engagement: Attendance in IEP/504 Meetings [Priority 3, 8] | 90% Parents attending their student’s IEP/504 meetings each year | 88% Parents attending their student’s IEP/504 meetings each year | 100% Parents attending their student’s IEP/504 meetings each year | | 95% Parents attending their student’s IEP/504 meetings each year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Participation Rate in School Survey [Priority 6] | 26% Parent Survey Participation | 34% Parent Survey Participation | 44% Parent Survey Participation | | 95% Parent Survey Participation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent Satisfaction Rate >90% on School Experience Survey [Priority 3] | 82% Parents expressing high satisfaction with the school | 77% Parents expressing high satisfaction with the school | 85% Parents expressing high satisfaction with the school | | >90% Parents expressing high satisfaction with the school | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|--|--|--|----------------------|--|-----|-----|-------|-------|-------|--------|----------|--|-------------------------------|------|-------------------------|--|-----|-------|------|-------|--------|-------|--|--|
| Suspension Rate [Priority 6] | Baseline same as “Year 1 Outcome” | 0% Suspension (Source: CDE DataQuest 2020-21) | <table border="1"> <tr> <th colspan="2">Suspension Rate 2022</th> </tr> <tr> <td>All</td> <td>8%</td> </tr> <tr> <td>AfrAm</td> <td>16.1%</td> </tr> <tr> <td>White</td> <td>16.7%</td> </tr> <tr> <td>Filipino</td> <td>6.3%</td> </tr> <tr> <td>Latino</td> <td>1.3%</td> </tr> </table> (Source: CDE Dataquest 21-22) | Suspension Rate 2022 | | All | 8% | AfrAm | 16.1% | White | 16.7% | Filipino | 6.3% | Latino | 1.3% | | Annually decrease suspensions and maintain rate < 1% | | | | | | | | |
| Suspension Rate 2022 | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 8% | | | | | | | | | | | | | | | | | | | | | | | | |
| AfrAm | 16.1% | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 16.7% | | | | | | | | | | | | | | | | | | | | | | | | |
| Filipino | 6.3% | | | | | | | | | | | | | | | | | | | | | | | | |
| Latino | 1.3% | | | | | | | | | | | | | | | | | | | | | | | | |
| Expulsion Rate [Priority 6] | Baseline same as “Year 1 Outcome” | 0% Expulsions (Source: CDE DataQuest 2020-21) | 0% Expulsions (CDE Dataquest 2022) | | Maintain Expulsion Rate <1% | | | | | | | | | | | | | | | | | | | | |
| Chronic Absenteeism Rate [Priority 5] | Baseline same as “Year 1 Outcome” | <table border="1"> <tr> <th colspan="2">Chronic Absenteeism Rate 2021</th> </tr> <tr> <td colspan="2">(Source: CDE DataQuest)</td> </tr> <tr> <td>All</td> <td>9.4%</td> </tr> <tr> <td>AfAm</td> <td>3.6%</td> </tr> <tr> <td>Latino</td> <td>17%</td> </tr> </table> | Chronic Absenteeism Rate 2021 | | (Source: CDE DataQuest) | | All | 9.4% | AfAm | 3.6% | Latino | 17% | <table border="1"> <tr> <th colspan="2">Chronic Absenteeism Rate 2022</th> </tr> <tr> <td colspan="2">(Source: CDE DataQuest)</td> </tr> <tr> <td>All</td> <td>18.4%</td> </tr> <tr> <td>AfAm</td> <td>23.6%</td> </tr> <tr> <td>Latino</td> <td>10.8%</td> </tr> </table> | Chronic Absenteeism Rate 2022 | | (Source: CDE DataQuest) | | All | 18.4% | AfAm | 23.6% | Latino | 10.8% | | Annually decrease chronic absenteeism and maintain rate < 3% |
| Chronic Absenteeism Rate 2021 | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Source: CDE DataQuest) | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 9.4% | | | | | | | | | | | | | | | | | | | | | | | | |
| AfAm | 3.6% | | | | | | | | | | | | | | | | | | | | | | | | |
| Latino | 17% | | | | | | | | | | | | | | | | | | | | | | | | |
| Chronic Absenteeism Rate 2022 | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Source: CDE DataQuest) | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 18.4% | | | | | | | | | | | | | | | | | | | | | | | | |
| AfAm | 23.6% | | | | | | | | | | | | | | | | | | | | | | | | |
| Latino | 10.8% | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance Rate [Priority 5] | Baseline same as “Year 1 Outcome” | 91.2% attendance rate | 90.3% attendance rate | | 95% Average Daily Attendance Rate | | | | | | | | | | | | | | | | | | | | |
| Cohort Dropout Rate [Priority 5] | Baseline will be established in “Year 3 Outcome” | N/A | N/A | | Cohort Dropout Rate <2% | | | | | | | | | | | | | | | | | | | | |
| Student Survey [Priority 6] | Baseline will be established in “Year 2 Outcome” | N/A | 63% Students expressing positive ratings on safety and connectedness. (Source: CalSCHLS survey) | | 85% Students expressing positive ratings on safety and connectedness | | | | | | | | | | | | | | | | | | | | |
| Teacher Survey [Priority 6] | Baseline will be established in “Year 2 Outcome” | N/A | 75% Teachers expressing positive ratings (indicate per survey that staff agree or strongly agree that this school is a | | 85% Teachers expressing positive ratings (indicate per survey that staff agree or strongly agree that this school is a | | | | | | | | | | | | | | | | | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|--|----------------|--|
| | | | supportive and inviting place for staff to work.) (Source: CalSCHLS survey) | | supportive and inviting place for staff to work.) (Source: CalSCHLS survey) |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 5.01 | <i>School Site Council</i> | <i>As a recipient of Title I funds and state supplemental/concentration funding, we seek to maintain the engagement of our low-income families and teachers by maintaining a fully functional School Site Council (SSC). The SSC will meet monthly during the school year and have a focus on the needs of our at-risk and low-income students who are in need of additional support for growth in academic achievement and state standards. Members and attendees will be provided with relevant materials, and basic hospitality (water, snacks) for 10 meetings per year.</i> | \$514 | Yes |
| 5.02 | <i>English Learner Advisory Committee</i> | <i>To provide a targeted focus on the needs of the school's English learner population, the school will maintain a fully functional English Learner Advisory Committee (ELAC). This committee will be uniquely focused on meeting the legal requirements for an ELAC as required by CA Education Code. Materials and basic hospitality (water, snacks) will be provided for each monthly meeting (10 meetings per year).</i> | \$514 | Yes |
| 5.03 | <i>Parent Academy for Student Success (PASS) & Parent Education Workshops</i> | <i>PASS will be implemented as a vehicle for wider family engagement around the charter's vision and mission, and will include regular meetings throughout the year to support career/college-readiness for all students. Materials, hospitality (water, snacks) for 5 training sessions per year.</i> | \$7,446 | Yes |
| 5.04 | <i>Translation Services</i> | <i>Home language diversity of our families requires that we provide live translation at schoolwide meetings for maximum engagement. This action will cover the cost of live translators and the headset devices for real-time translation. Additionally, school notices will require translation according to the state's 15% threshold.</i> | \$3,595 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|---|--------------|
| 5.05 | CA Healthy Kids Survey Suite | <p>As a measurement of school climate, the CA Healthy Kids Survey modules will be administered to the following educational partners so the leadership can monitor the impact of our climate and engagement activities as well as school satisfaction/opportunities for improvement.</p> <ul style="list-style-type: none"> California School Parent Survey (CSPS): Parents & Guardians California Healthy Kids Survey (CHKS): Students California School Staff Survey (CSSS): Teachers | \$3,595 | No |
| 5.06 | School Communications Platform | License for use of the ParentSquare platform to send automated voice mail, texts, and emails to families in order to keep the community updated on school wide events/information, and notification of absences/tardies. This may also be used by teachers to notify parents of class-specific information/notices. | \$2,054 | No |
| 5.07 | Schoolwide Educational Partner Events | The school will host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. | \$770 | No |
| 5.08 | Student Activities | To continuously improve school culture and climate, the school will prioritize student activities, clubs, and events to create a sense of belonging for students. The funds will pay to staff events, and pay for supplies for activities that are not ASB related (staffing \$\$ listing in actions 1.6 & 1.7) | \$11,041 | No |
| 5.09 | Athletics Program | Fees, and equipment for the athletics program (stipends included in actions 1.6 & 1.7) | \$5,392 | No |
| 5.10 | Behavior intervention/ student support | To improve progressive discipline and tiered behavioral intervention and support, the school will hire an assistant director to support with student intervention and support. (\$150,000 included in action 1.6); As well as dedicate \$30,000 toward PBIS materials, supplies, and incentives. | \$5,135 & Salary included in action 1.6 | Yes |
| 5.11 | Mental Health intervention (MH specialist) | The school has hired a mental health specialist for the 23/24 school year to aid in social emotional and mental health structures and support for all students as well as targeted tier II & III supports for students who need more intensive intervention. | included in action 1.6 | Yes |

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned Actions continue as originally written with some moderately substantive changes to action 5.7. The actual implementation of the actions during the 22-23 school year included the continuation of the School Site Council and English Language Advisory Committee which met multiple times over the year. The School Site Council and English Language Advisory Committee voted to combine for the 22-23 and 23-24 school years.

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.

An excess of funds were spent in this area on community and parent engagement events as well as recruitment; however those were not previously planned for.

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

These actions did not have the desired effect. With the exception of IEP attendance, student attendance and engagement appear to have decreased between last year and this year, indicating that our planned actions did not make satisfactory progress toward the goal.

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

There are significant additions to the actions for this goal in the hope that it will increase parent and community involvement. We have added action items in the areas of student activities, athletics program, behavior intervention and student support, mental health support, and community engagement events. We also plan to explore additional virtual translation options to support in translation to various languages spoken by our families. Parent Advisory Committee should be included in the 23-24 school year and may include members that are also in other boards and committees for the site. Continue to implement an increase in parent engagement via events and workshops as well as committees. An addition to this goal is to implement (again after a short time without) the AVID program and also to include recruitment and enrollment

Goal 6. Post-Secondary Success for College and Career

| Goal # | Description |
|--------|---|
| 6 | <i>Ensure all students are provided with a rigorous high school curriculum which prepares them for the college and career of their choice, and remaining resilient in the face of life’s challenges. (State Priorities: 4 Pupil Engagement, 8 Other Student Outcomes)</i> |

An explanation of why the LEA has developed this goal.

This goal was developed in response to the feedback of parents/guardians. While parents selected the school because of its small class sizes and innovative instructional format, what was most important was knowing their student was safe and supported by caring adults. As of January 2022, many parents have shifted their focus on college (which is written into our authorizer-approved charter petition) to that of preparation for graduation and career. This goal allows for the school’s commitment to a college preparatory program to be balanced with the shift to very real economic issues facing our families. We remain committed to ALL students being prepared for college, should they choose that path.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| CCI Indicator – SBAC ELA & Math [Priority 4] | Baseline will be established in “Year 3 Outcome” | N/A | N/A | | Annual improvement in the percentage of students demonstrating preparedness for college/career as measured by the CA Dashboard College/ Career-Readiness Indicator |
| Students “Prepared” for College/Career on EAP [Priority 4] | Baseline will be established in “Year 3 Outcome” | N/A | N/A | | Annual improvement in the percentage of students demonstrating preparedness for college/career as measured by the EAP |
| Graduates Successfully Meeting A-G or completing CTE Pathway [Priority 4] | Baseline will be established in “Year 3 Outcome” | N/A | N/A | | Annual improvement in the percentage of graduates successfully meeting A-G or CTE Pathway completion |
| Advanced Placement Exam Passage with “3 or better” [Priority 4] | Baseline will be established in “Year 3 Outcome” | N/A | N/A | | Annual improvement in the percentage of students passing Advanced Placement |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|--|----------------|--|
| | | | | | Exams with a score of “3” or better |
| Dual Enrollment/ Successful Completion of 2 College Courses [Priority 4] | Baseline will be established in “Year 2 Outcome” | N/A | 100% of students had the opportunity to enroll in 2+ courses this school year. ___% passage rate pending end of school year 22-23 | | Annual improvement in the percentage of students successfully completing 2 college-level courses through dual enrollment |
| Students earning CA Seal of Biliteracy [Priority 8] | Baseline will be established in “Year 3 Outcome” | N/A | N/A | | Annual improvement in the percentage of students earning the CA Seal of Biliteracy |
| Cohort Graduation Rate [Priority 5] | Baseline will be established in “Year 3 Outcome” | N/A | N/A | | Annual improvement in the Adjusted Cohort Graduation Rate |
| Graduation Rate CA Dashboard Indicator [Priority 5] | Baseline will be established in “Year 3 Outcome” | N/A | N/A | | Annual improvement on the CA School Dashboard Graduation Indicator |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------|--|-------------|--------------|
| 6.01 | Credit Recovery | <i>Using the Summit learning system, student courses can be reopened to make up work. Additionally using online licenses (Edgenuity by Imagine Learning), students are provided opportunities after school and during summer school, to recover credits for courses in which they did not receive a satisfactory grade. Students’ academic progress is tracked by the school counselors and placed in credit recovery accordingly</i> | \$6,419 | Yes |
| 6.02 | College Exposure | <i>Consistent with the charter mission of college/career preparedness for all students, the school will conduct activities to expose students to post-secondary educational options.</i> <ul style="list-style-type: none"> • Grades 9-10: Two local trips to colleges/universities; Four guest speakers; attend college fair • Grade 11: Two local colleges/universities, two out-of-area colleges/universities; Four guest speakers, attend college fair | \$11,041 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|--|------------------------------------|--------------|
| 6.03 | Career Exploration | <i>The School utilizes a multi-layered approach to helping students become aware, eligible, and prepared for postsecondary life including: Advisory class embedded in the instructional day, Community service and internship opportunities for all students, CTE pathways, and dual enrollment courses. Additionally, Academic Advisors seek out speakers and other opportunities throughout the year to raise awareness for students to expose them to possibilities students might never have considered. Includes Advisory curriculum & WBL opportunities.</i> | Included in action 1.3 & 1.6 above | Yes |
| 6.04 | Career Technical Education | <i>Maintain the CTE Pathway for Technology with students successful completion of the two required courses for graduation/pathway completion.</i> | \$36,717 | Yes |
| 6.05 | Dual Enrollment | <i>Provide opportunities for students to complete college courses through dual enrollment which is also part of the graduation requirement. Costs associated with Dual Enrollment partnership with Contra Costa Community College (CCCC). Students are expected to successfully complete 60 units in order to graduate from high school with an Associates degree (AA) or a minimum of 29 units to meet the high school graduation requirement.</i> | \$52,379 | No |

Goal Analysis for 2022-2023

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The school had numerous field trips to local community colleges. The addition of an in-house CMO level Work Based Learning and Volunteer Coordinator significantly assisted in career exploration. We have seen growth in our dual and concurrent enrollment program through partnerships with local community colleges.

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.

There was an increase in funds spent on career exploration with the hiring of our WBL coordinator and the addition of a new computer lab for our DMS pathway, as well as bi-weekly field trips to the community college for students in the Computer Science Pathways.

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

Many of the metrics related to this goal are determined after the first graduating class at Griffin Academy High School which will be at the end of the 23-24 school year. Dual Enrollment classes have been a struggle and all students have been provided multiple opportunities to take 2+ dual enrollment courses annually. Not all students and families have taken advantage of this opportunity. Griffin has used this school year to review all transcripts and needs for all students in the high school.

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

We have added support in the areas of career exploration and college exposure with the addition of 1 full time school counselor as well as the reintroduction of the AVID program (which includes college going culture, college field trips, and college tutors). Finally, we have added Freshmen Focus as a course all freshmen who are not enrolled in AVID will take to build study skills, college readiness, and career exploration.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|--|
| \$448,665 | \$36,181 |

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 |
|---|-----------------------------|-------------------------|---|
| 16.84% | 4.10% | \$58,064 | 20.94% |

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

Required Descriptions

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

The following actions will be provided on an LEA-wide basis and are denoted as “contributing to increased and improved services requirement. The actions planned are to be provided on a “wide” basis to all students , however will be principally directed and effective to the the needs presented by unduplicated students in order to address disparities in achievement and other indicators (e.g. chronic absenteeism, suspensions, etc.) for our English learner, low-income and foster youth groups.

Conditions of Learning (1.04 COVID PPE, 1.05 School Meal Program, 1.06 Certificated Staff, 1.07 Classified Staff, 1.08 Paraprofessionals, 1.11 Technology - Devices, 1.12 SIS and Assessment Platform, 1.16 Professional Development - Instruction & Intervention, 1.17 Professional Development - College-going Culture; 1.22 Staffing/Supplies for after school program; 1.24 Class and office materials and supplies)

Conditions of learning to support student academic growth and success (1.18 Summer School Opportunities, 1.19 College Tutors)

English/Language Arts (2.01 Supplemental Curriculum & 2.02 Intervention Program) & Mathematics (3.01 Supplemental Curriculum)

Engagement of Parents for student success (5.03 Parent and community engagement)

Post-Secondary Success for College & Career (6.01 Credit Recovery, 6.02 College Exposure, 6.03 Career Exploration, 6.04 Career Technical Education; 6.05 dual enrollment)

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

The following actions are planned to be targeted to the LCFF student populations to address disparities in achievement for low-income and/or English learners.

Interventions in English/Language Arts & Mathematics (2.2 Intervention Program, 3.2 Intervention Program) English Learners and Low-income

Support to English Learners (4.01 Professional Development - ELD, 4.02 Supplemental Curriculum, 4.03 Intervention for ELs)

Engagement of English learner and low-income families (5.01 School Site Council, 5.02 English Learner Advisory Committee, 5.04 Translation Services)

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

Additional stipends for certificated teachers, instructional aides and paraprofessionals will be added to staff to reduce staff:student ratios.

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 | | 1:42 |
| Staff-to-student ratio of certificated staff providing direct services to students | | 1:21 |

Griffin HS 2023-24 Total Planned Expenditures Table

| Totals | | LCFF Funds | Other State Funds | | Federal Funds | | Total Funds | | Total Personnel | Total Non-personnel | |
|--------|----------|---|----------------------------|--------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|--------------|
| Totals | | \$ 2,641,181 | \$ | 266,381 | \$ | 452,926 | \$ | 191,168 | 3,551,656 | \$ 2,963,701 | \$ 587,954 |
| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Local Funds | Federal Funds | Total Funds |
| 1 | 1 | Facilities | All | \$ 42,257 | \$ | \$ | \$ | \$ | \$ | \$ | \$ 42,257 |
| 1 | 2 | Facility Maintenance & Operations | All | \$ 38,532 | \$ | \$ | \$ | \$ | \$ | \$ | \$ 38,532 |
| 1 | 3 | Management Fee & School Support | All | \$ 386,219 | \$ | \$ | \$ | \$ | \$ | \$ | \$ 386,219 |
| 1 | 4 | COVID Personal Protective Equipment | All | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 | 5 | School Meal Program | All | \$ | \$ 2,709 | \$ | \$ | \$ 2,709 | \$ | \$ | \$ 2,709 |
| 1 | 6 | Staffing - Certificated | All | \$ 1,632,842 | \$ | \$ | \$ | \$ 1,632,842 | \$ | \$ | \$ 1,632,842 |
| 1 | 7 | Classified - Support Staff | All | \$ 238,553 | \$ | \$ | \$ | \$ 238,553 | \$ | \$ | \$ 238,553 |
| 1 | 8 | Classified - Paraprofessionals | All | \$ 34,539 | \$ | \$ | \$ | \$ 34,539 | \$ | \$ | \$ 34,539 |
| 1 | 9 | SELPA | Students with Disabilities | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 | 10 | Technology - Infrastructure & Teachers | All | \$ 25,933 | \$ | \$ | \$ | \$ 25,933 | \$ | \$ | \$ 25,933 |
| 1 | 11 | Technology - Students | All | \$ 16,515 | \$ | \$ | \$ | \$ 16,515 | \$ | \$ | \$ 16,515 |
| 1 | 12 | Student Information System & Local Assessments Platform | All | \$ 3,851 | \$ | \$ | \$ | \$ 3,851 | \$ | \$ | \$ 3,851 |
| 1 | 13 | Core Curricula | All | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 | 14 | Student Uniforms | All | \$ 2,311 | \$ | \$ | \$ | \$ 2,311 | \$ | \$ | \$ 2,311 |
| 1 | 15 | Equipment for Physical Education & Athletics | All | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 | 16 | Professional Development - Instruction & Intervention | All | \$ 8,776 | \$ 1,494 | \$ | \$ | \$ 10,270 | \$ | \$ | \$ 10,270 |
| 1 | 17 | Professional Development - College-going Culture | All | \$ 9,757 | \$ | \$ | \$ | \$ 9,757 | \$ | \$ | \$ 9,757 |
| 1 | 18 | Summer School Opportunities | All | \$ 8,755 | \$ | \$ | \$ | \$ 8,755 | \$ | \$ | \$ 8,755 |
| 1 | 19 | After School Tutoring | All | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 | 20 | Associations, Memberships & Conferences | All | \$ 7,960 | \$ | \$ | \$ | \$ 7,960 | \$ | \$ | \$ 7,960 |

| | | | | | | | | | | | | | |
|---|----|--|------------------------------|----|--------|----|-------|----|---|----|-------|----|--------|
| 1 | 21 | Assessment coordinator | All | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| 1 | 22 | Staffing (see 1.7) Supplies for after school program | All | \$ | 5,392 | \$ | - | \$ | - | \$ | - | \$ | 5,392 |
| 1 | 23 | Campus Safety and Security | All | \$ | 2,234 | \$ | - | \$ | - | \$ | 5,212 | \$ | 7,446 |
| 1 | 24 | Class and office materials/ supplies | All | \$ | 2,927 | \$ | - | \$ | - | \$ | 6,830 | \$ | 9,757 |
| 2 | 1 | Supplemental Curriculum – English/Language Arts | All | \$ | - | \$ | 5,905 | \$ | - | \$ | - | \$ | 5,905 |
| 2 | 2 | Intervention Program for English/Language Arts | English Learners, Low-income | \$ | 3,595 | \$ | - | \$ | - | \$ | - | \$ | 3,595 |
| 2 | 3 | Resource program for Students with Disabilities (2 teachers, 2 para educators) | English Learners, Low-income | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| 3 | 1 | Supplemental Curriculum – Mathematics | All | \$ | - | \$ | - | \$ | - | \$ | 5,905 | \$ | 5,905 |
| 3 | 2 | Intervention Program for Mathematics | English Learners, Low-income | \$ | 8,216 | \$ | - | \$ | - | \$ | - | \$ | 8,216 |
| 3 | 3 | Resource program for Students with Disabilities (2 teachers, 2 para educators) | English Learners, Low-income | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| 3 | 4 | Science field trips and consumables | All | \$ | 6,162 | \$ | - | \$ | - | \$ | - | \$ | 6,162 |
| 4 | 1 | Professional Development – ELD | English Learners | \$ | - | \$ | 9,243 | \$ | - | \$ | - | \$ | 9,243 |
| 4 | 2 | Supplemental Curriculum – ELD | English Learners | \$ | 9,243 | \$ | - | \$ | - | \$ | - | \$ | 9,243 |
| 4 | 3 | Intervention Program for English Learners | English Learners | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| 5 | 1 | School Site Council | Low-income | \$ | 514 | \$ | - | \$ | - | \$ | - | \$ | 514 |
| 5 | 2 | English Learner Advisory Committee | English Learners | \$ | 514 | \$ | - | \$ | - | \$ | - | \$ | 514 |
| 5 | 3 | Parent Academy for Student Success (PASS) & Parent Education Workshops | All | \$ | 7,446 | \$ | - | \$ | - | \$ | - | \$ | 7,446 |
| 5 | 4 | Translation Services | English Learners | \$ | 3,595 | \$ | - | \$ | - | \$ | - | \$ | 3,595 |
| 5 | 5 | CA Healthy Kids Survey Suite | All | \$ | 3,595 | \$ | - | \$ | - | \$ | - | \$ | 3,595 |
| 6 | | | | \$ | 2,054 | \$ | - | \$ | - | \$ | - | \$ | 2,054 |
| 5 | 7 | Schoolwide Educational Partner Events | All | \$ | 770 | \$ | - | \$ | - | \$ | - | \$ | 770 |
| 5 | 8 | Student activities (colorguard, intramurals, events) | All | \$ | 11,041 | \$ | - | \$ | - | \$ | - | \$ | 11,041 |
| 5 | 9 | Athletics | All | \$ | 5,392 | \$ | - | \$ | - | \$ | - | \$ | 5,392 |
| 5 | 10 | Behavior intervention/ student support (PBIS & Assistant Director) | All | \$ | 5,135 | \$ | - | \$ | - | \$ | - | \$ | 5,135 |
| 5 | 11 | Mental Health intervention (MH specialist) | All | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| 6 | 1 | Credit Recovery | All | \$ | 6,419 | \$ | - | \$ | - | \$ | - | \$ | 6,419 |
| 6 | 2 | College Exposure | All | \$ | 11,041 | \$ | - | \$ | - | \$ | - | \$ | 11,041 |
| 6 | 3 | Career Exploration | All | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |

| | | | | | | | | | | | | | |
|---|---|----------------------------|-----|----|--------|----|---|----|---|----|---|----|--------|
| 6 | 4 | Career Technical Education | All | \$ | 36,717 | \$ | - | \$ | - | \$ | - | \$ | 36,717 |
| 6 | 5 | Dual Enrollment | All | \$ | 52,379 | \$ | - | \$ | - | \$ | - | \$ | 52,379 |

Griffin HS 2023-24 Contributing Actions Table

| 1. Projected LCF Base Grant | 2. Projected LCF 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 from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year | 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 |
|-----------------------------|---|---|---|---|---|--|--|--------------------------|------------------|
| \$ 2,663,580 | \$ 448,665 | 16.84% | 4.10% | 20.94% | \$ 2,051,415 | 0.00% | 77.02% | Total: | \$ 2,051,415 |
| | | | | | | | | LEA-wide Total: | \$ 2,025,766 |
| | | | | | | | | Limited Total: | \$ 24,649 |
| | | | | | | | | Schoolwide Total: | \$ - |

| 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 | Facilities | No | LEA-wide | | Griffin Academy HS | \$ - | 0.00% |
| 1 | 2 | Facility Maintenance & Operations | No | LEA-wide | | Griffin Academy HS | \$ - | 0.00% |
| 1 | 3 | Management Fee & School Support | No | LEA-wide | | Griffin Academy HS | \$ - | 0.00% |
| 1 | 4 | COVID Personal Protective Equipment | No | LEA-wide | | Griffin Academy HS | \$ - | 0.00% |
| 1 | 5 | School Meal Program | Yes | LEA-wide | All | Griffin Academy HS | \$ - | 0.00% |
| 1 | 6 | Staffing - Certificated | Yes | LEA-wide | All | Griffin Academy HS | \$ 1,632,842 | 0.00% |
| 1 | 7 | Classified - Support Staff | Yes | LEA-wide | All | Griffin Academy HS | \$ 238,553 | 0.00% |
| 1 | 8 | Classified - Paraprofessionals | Yes | LEA-wide | All | Griffin Academy HS | \$ 34,539 | 0.00% |
| 1 | 9 | SELPA | No | LEA-wide | | Griffin Academy HS | \$ - | 0.00% |
| 1 | 10 | Technology - Infrastructure & Teachers | No | LEA-wide | | Griffin Academy HS | \$ - | 0.00% |
| 1 | 11 | Technology - Students | Yes | LEA-wide | All | Griffin Academy HS | \$ 16,515 | 0.00% |
| 1 | 12 | Student Information System & Local Assessments Platform | Yes | LEA-wide | All | Griffin Academy HS | \$ 3,851 | 0.00% |
| 1 | 13 | Core Curricula | No | LEA-wide | | Griffin Academy HS | \$ - | 0.00% |
| 1 | 14 | Student Uniforms | No | LEA-wide | | Griffin Academy HS | \$ - | 0.00% |
| 1 | 15 | Equipment for Physical Education & Athletics | No | LEA-wide | | Griffin Academy HS | \$ - | 0.00% |
| 1 | 16 | Professional Development - Instruction & Intervention | Yes | LEA-wide | All | Griffin Academy HS | \$ 8,776 | 0.00% |
| 1 | 17 | Professional Development - College-going Culture | Yes | LEA-wide | All | Griffin Academy HS | \$ 9,757 | 0.00% |
| 1 | 18 | Summer School Opportunities | Yes | LEA-wide | All | Griffin Academy HS | \$ 8,755 | 0.00% |
| 1 | 19 | After School Tutoring | Yes | LEA-wide | All | Griffin Academy HS | \$ - | 0.00% |
| 1 | 20 | Associations, Memberships & Conferences | No | LEA-wide | | Griffin Academy HS | \$ - | 0.00% |
| 1 | 21 | Assessment coordinator | Yes | LEA-wide | All | Griffin Academy HS | \$ - | 0.00% |
| 1 | 22 | Staffing (see 1.7) Supplies for after school program | Yes | LEA-wide | All | Griffin Academy HS | \$ 5,392 | 0.00% |

| | | | | | | | | |
|---|----|--|-----|----------|---------------------------------|----|--------|-------|
| 1 | 23 | Campus Safety and Security | No | LEA-wide | Griffin Academy HS | \$ | - | 0.00% |
| 1 | 24 | Class and office materials/ supplies | No | LEA-wide | Griffin Academy HS | \$ | - | 0.00% |
| 2 | 1 | Supplemental Curriculum – English/Language Arts | Yes | LEA-wide | All | \$ | - | 0.00% |
| 2 | 2 | Intervention Program for English/Language Arts | Yes | Limited | English Learners and Low-Income | \$ | 3,595 | 0.00% |
| 2 | 3 | Resource program for Students with Disabilities (2 teachers, 2 para educators) | Yes | Limited | English Learners and Low-Income | \$ | - | 0.00% |
| 3 | 1 | Supplemental Curriculum – Mathematics | Yes | LEA-wide | All | \$ | - | 0.00% |
| 3 | 2 | Intervention Program for Mathematics | Yes | Limited | English Learners and Low-Income | \$ | 8,216 | 0.00% |
| 3 | 3 | Resource program for Students with Disabilities (2 teachers, 2 para educators) | Yes | Limited | English Learners and Low-Income | \$ | - | 0.00% |
| 3 | 4 | Science field trips and consumables | No | LEA-wide | Griffin Academy HS | \$ | - | 0.00% |
| 4 | 1 | Professional Development – ELD | Yes | Limited | English Learners | \$ | - | 0.00% |
| 4 | 2 | Supplemental Curriculum – ELD | Yes | Limited | English Learners | \$ | 9,243 | 0.00% |
| 4 | 3 | Intervention Program for English Learners | Yes | Limited | English Learners | \$ | - | 0.00% |
| 5 | 1 | School Site Council | Yes | LEA-wide | Low-Income | \$ | 514 | 0.00% |
| 5 | 2 | English Learner Advisory Committee | Yes | LEA-wide | English Learners | \$ | 514 | 0.00% |
| 5 | 3 | Parent Academy for Student Success (PASS) & Parent Education Workshops | Yes | LEA-wide | All | \$ | 7,446 | 0.00% |
| 5 | 4 | Translation Services | Yes | Limited | English Learners | \$ | 3,595 | 0.00% |
| 5 | 5 | CA Healthy Kids Survey Suite | No | LEA-wide | Griffin Academy HS | \$ | - | 0.00% |
| 5 | 6 | School Communications Platform | No | LEA-wide | Griffin Academy HS | \$ | - | 0.00% |
| 5 | 7 | Schoolwide Educational Partner Events | No | LEA-wide | Griffin Academy HS | \$ | - | 0.00% |
| 5 | 8 | Student activities (colorguard, intramurals, events) | No | LEA-wide | Griffin Academy HS | \$ | - | 0.00% |
| 5 | 9 | Athletics | No | LEA-wide | Griffin Academy HS | \$ | - | 0.00% |
| 5 | 10 | Mental health intervention/ student support (PBIS & Assistant Director) | Yes | LEA-wide | All | \$ | 5,135 | 0.00% |
| 5 | 11 | Mental health intervention (MH specialist) | Yes | LEA-wide | All | \$ | - | 0.00% |
| 6 | 1 | Credit Recovery | Yes | LEA-wide | All | \$ | 6,419 | 0.00% |
| 6 | 2 | College Exposure | Yes | LEA-wide | All | \$ | 11,041 | 0.00% |
| 6 | 3 | Career Exploration | Yes | LEA-wide | All | \$ | - | 0.00% |
| 6 | 4 | Career Technical Education | Yes | LEA-wide | All | \$ | 36,717 | 0.00% |
| 6 | 5 | Dual Enrollment | No | LEA-wide | Griffin Academy HS | \$ | - | 0.00% |

Griffin HS 2022-23 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$ 3,298,238.00 | \$ 3,146,572.00 |

| 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 | Facilities | No | \$ 131,762 | \$ 143,551 |
| 1 | 2 | Facility Maintenance & Operations | No | \$ 70,949 | \$ 84,429 |
| 1 | 3 | Management Fee & School Support | No | \$ 449,341 | \$ 552,689 |
| 1 | 4 | COVID Personal Protective Equipment | No | \$ 33,785 | \$ 19,595 |
| 1 | 5 | School Meal Program | Yes | \$ 113,180 | \$ 142,607 |
| 1 | 6 | Staffing - Certificated | Yes | \$ 1,010,173 | \$ 941,159 |
| 1 | 7 | Classified - Support Staff | Yes | \$ 540,561 | \$ 432,449 |
| 1 | 8 | Classified - Paraprofessionals | Yes | \$ 135,141 | \$ 82,436 |
| 1 | 9 | SELPA | No | \$ 5,068 | \$ 2,990 |
| 1 | 10 | Technology - Infrastructure & Teachers | No | \$ 67,570 | \$ 83,111 |
| 1 | 11 | Technology - Students | Yes | \$ 57,435 | \$ 71,794 |
| 1 | 12 | Student Information System & Local Assessments Platform | Yes | \$ 5,068 | \$ 4,967 |
| 1 | 13 | Core Curricula | No | \$ 15,203 | \$ 9,730 |
| 1 | 14 | Student Uniforms | No | \$ 6,419 | \$ 3,659 |
| 1 | 15 | Equipment for Physical Education & Athletics | No | \$ 16,893 | \$ 13,683 |
| 1 | 16 | Professional Development - Instruction & | Yes | \$ 33,785 | \$ 19,257 |
| 1 | 17 | Professional Development - College-going | Yes | \$ 30,407 | \$ 30,711 |
| 1 | 18 | Summer School Opportunities | Yes | \$ 77,706 | \$ 68,381 |
| 1 | 19 | After School Tutoring | Yes | \$ 36,826 | \$ 30,934 |
| 1 | 20 | Associations, Memberships & Conferences | No | \$ 10,136 | \$ 13,785 |
| 2 | 1 | Supplemental Curriculum – English/Language | Yes | \$ 11,825 | \$ 13,008 |
| 2 | 2 | Intervention Program for English/Language | Yes | \$ 33,785 | \$ 29,731 |
| 3 | 1 | Supplemental Curriculum – Mathematics | Yes | \$ 31,758 | \$ 18,420 |
| 3 | 2 | Intervention Program for Mathematics | Yes | \$ 30,069 | \$ 33,076 |
| 4 | 1 | Professional Development – ELD | Yes | \$ 50,678 | \$ 47,131 |
| 4 | 2 | Supplemental Curriculum – ELD | Yes | \$ 23,650 | \$ 24,833 |
| 4 | 3 | Intervention Program for English Learners | Yes | \$ 27,028 | \$ 15,136 |
| 5 | 1 | School Site Council | Yes | \$ 1,689 | \$ 2,044 |
| 5 | 2 | English Learner Advisory Committee | Yes | \$ 1,689 | \$ 946 |
| 5 | 3 | Parent Academy for Student Success (PASS) | Yes | \$ 1,318 | \$ 1,120 |
| 5 | 4 | Translation Services | Yes | \$ 3,210 | \$ 3,788 |

| | | | | | |
|---|---|---------------------------------------|-----|------------|-----------|
| 5 | 5 | CA Healthy Kids Survey Suite | No | \$ 4,730 | \$ 3,406 |
| 5 | 6 | School Communications Platform | No | \$ 3,547 | \$ 3,299 |
| 5 | 7 | Schoolwide Educational Partner Events | No | \$ 2,534 | \$ 2,053 |
| 6 | 1 | Credit Recovery | Yes | \$ 16,217 | \$ 21,731 |
| 6 | 2 | College Exposure | Yes | \$ 25,339 | \$ 16,977 |
| 6 | 3 | Career Exploration | Yes | \$ 12,838 | \$ 16,433 |
| 6 | 4 | Career Technical Education | Yes | \$ 104,734 | \$ 75,408 |
| 6 | 5 | Dual Enrollment | No | \$ 64,192 | \$ 66,118 |

Griffin HS 2022-23 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|--|---|--|---|---|
| Loading... | \$ 1,901,224 | \$ 409,748 | \$ 1,491,476 | 0.00% | \$ - | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|--|--|---|---|---|
| 1 | 1 | Facilities | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 2 | Facility Maintenance & Operations | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 3 | Management Fee & School Support | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 4 | COVID Personal Protective Equipment | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 5 | School Meal Program | Yes | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 6 | Staffing - Certificated | Yes | \$ 880,641 | \$ 172,999 | 0.00% | 0.00% |
| 1 | 7 | Classified - Support Staff | Yes | \$ 437,314 | \$ 59,329 | 0.00% | 0.00% |
| 1 | 8 | Classified - Paraprofessionals | Yes | \$ 89,193 | \$ 24,082 | 0.00% | 0.00% |
| 1 | 9 | SELPA | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 10 | Technology - Infrastructure & Teachers | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 11 | Technology - Students | Yes | \$ 57,435 | \$ 19,528 | 0.00% | 0.00% |
| 1 | 12 | Student Information System & Local Assessments Platform | Yes | \$ 5,068 | \$ 1,622 | 0.00% | 0.00% |
| 1 | 13 | Core Curricula | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 14 | Student Uniforms | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 15 | Equipment for Physical Education & Athletics | No | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 16 | Professional Development - Instruction & | Yes | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 17 | Professional Development - College-going Culture | Yes | \$ 30,407 | \$ 8,514 | 0.00% | 0.00% |
| 1 | 18 | Summer School Opportunities | Yes | \$ 77,706 | \$ 20,981 | 0.00% | 0.00% |
| 1 | 19 | After School Tutoring | Yes | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 20 | Associations, Memberships & Conferences | No | \$ - | \$ - | 0.00% | 0.00% |
| 2 | 1 | Supplemental Curriculum – English/Language Arts | Yes | \$ 11,825 | \$ 4,139 | 0.00% | 0.00% |
| 2 | 2 | Intervention Program for English/Language Arts | Yes | \$ 33,785 | \$ 11,825 | 0.00% | 0.00% |
| 3 | 1 | Supplemental Curriculum – Mathematics | Yes | \$ 31,758 | \$ 11,115 | 0.00% | 0.00% |
| 3 | 2 | Intervention Program for Mathematics | Yes | \$ 30,069 | \$ 9,923 | 0.00% | 0.00% |
| 4 | 1 | Professional Development – ELD | Yes | \$ - | \$ - | 0.00% | 0.00% |
| 4 | 2 | Supplemental Curriculum – ELD | Yes | \$ 23,650 | \$ 7,568 | 0.00% | 0.00% |
| 4 | 3 | Intervention Program for English Learners | Yes | \$ 27,028 | \$ 7,568 | 0.00% | 0.00% |
| 5 | 1 | School Site Council | Yes | \$ - | \$ - | 0.00% | 0.00% |
| 5 | 2 | English Learner Advisory Committee | Yes | \$ 1,689 | \$ 490 | 0.00% | 0.00% |
| 5 | 3 | Parent Academy for Student Success (PASS) & | Yes | \$ 1,318 | \$ 422 | 0.00% | 0.00% |
| 5 | 4 | Translation Services | Yes | \$ 3,210 | \$ 931 | 0.00% | 0.00% |
| 5 | 5 | CA Healthy Kids Survey Suite | No | \$ - | \$ - | 0.00% | 0.00% |
| 5 | 6 | School Communications Platform | No | \$ - | \$ - | 0.00% | 0.00% |
| 5 | 7 | Schoolwide Educational Partner Events | No | \$ - | \$ - | 0.00% | 0.00% |
| 6 | 1 | Credit Recovery | Yes | \$ 16,217 | \$ 5,676 | 0.00% | 0.00% |
| 6 | 2 | College Exposure | Yes | \$ 25,339 | \$ 6,335 | 0.00% | 0.00% |
| 6 | 3 | Career Exploration | Yes | \$ 12,838 | \$ 4,237 | 0.00% | 0.00% |
| 6 | 4 | Career Technical Education | Yes | \$ 104,734 | \$ 32,468 | 0.00% | 0.00% |
| 6 | 5 | Dual Enrollment | No | \$ - | \$ - | 0.00% | 0.00% |

Griffin HS 2022-23 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 1,929,700 | \$ 319,127 | 1.12% | 17.66% | \$ 409,748 | 0.00% | 21.23% | \$0.00 - No Carryover | 0.00% - No Carryover |