LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Granite Mountain Charter School

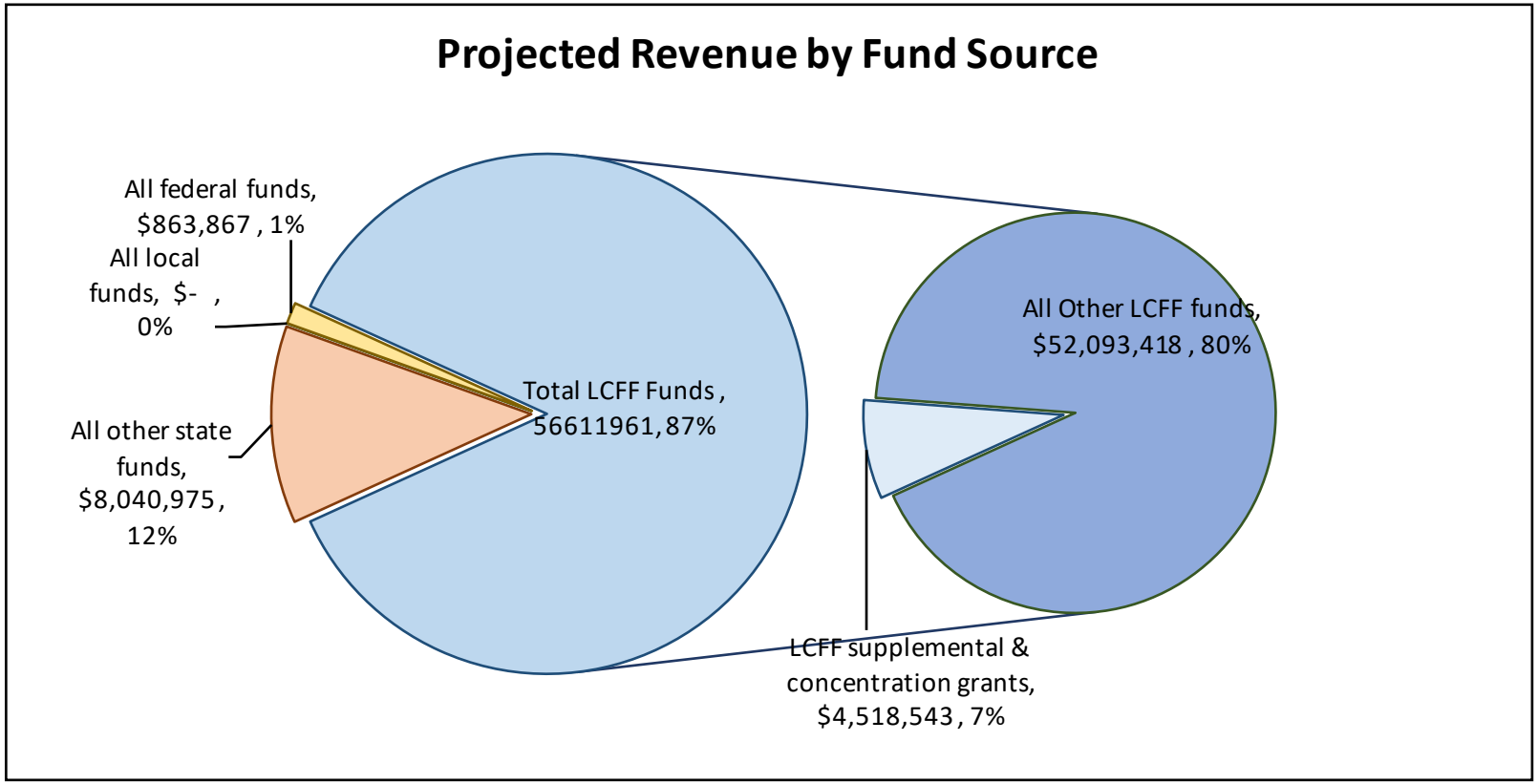
CDS Code: 36 75051 0139188

School Year: 2025-26

LEA contact information: Brook MacMillan

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

Budget Overview for the 2025-26 School Year

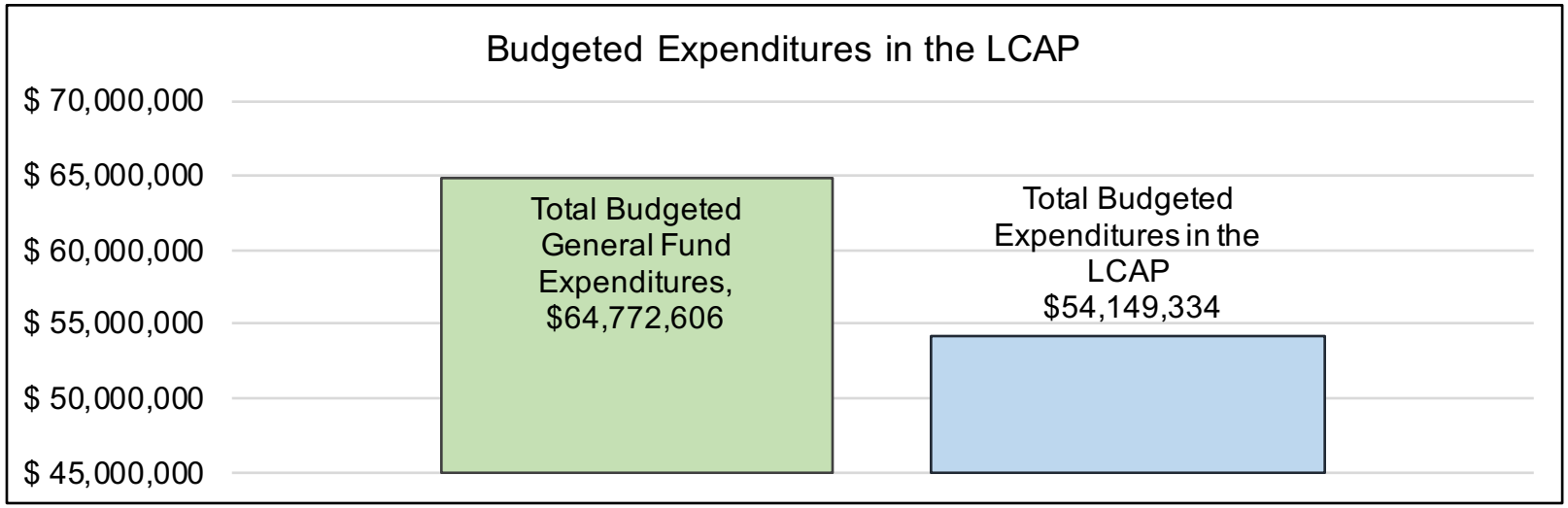


LCFF Budget Overview for Parents

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

The text description for the above chart is as follows: The total revenue projected for Granite Mountain Charter School is $65,516,803.00, of which $56,611,961.00 is Local Control Funding Formula (LCFF), $8,040,975.00 is other state funds, $0.00 is local funds, and $863,867.00 is federal funds. Of the $56,611,961.00 in LCFF Funds, $4,518,543.00 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 Granite Mountain Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Granite Mountain Charter School plans to spend $64,772,606.00 for the 2025-26 school year. Of that amount, $54,149,334.00 is tied to actions/services in the LCAP and $10,623,272.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

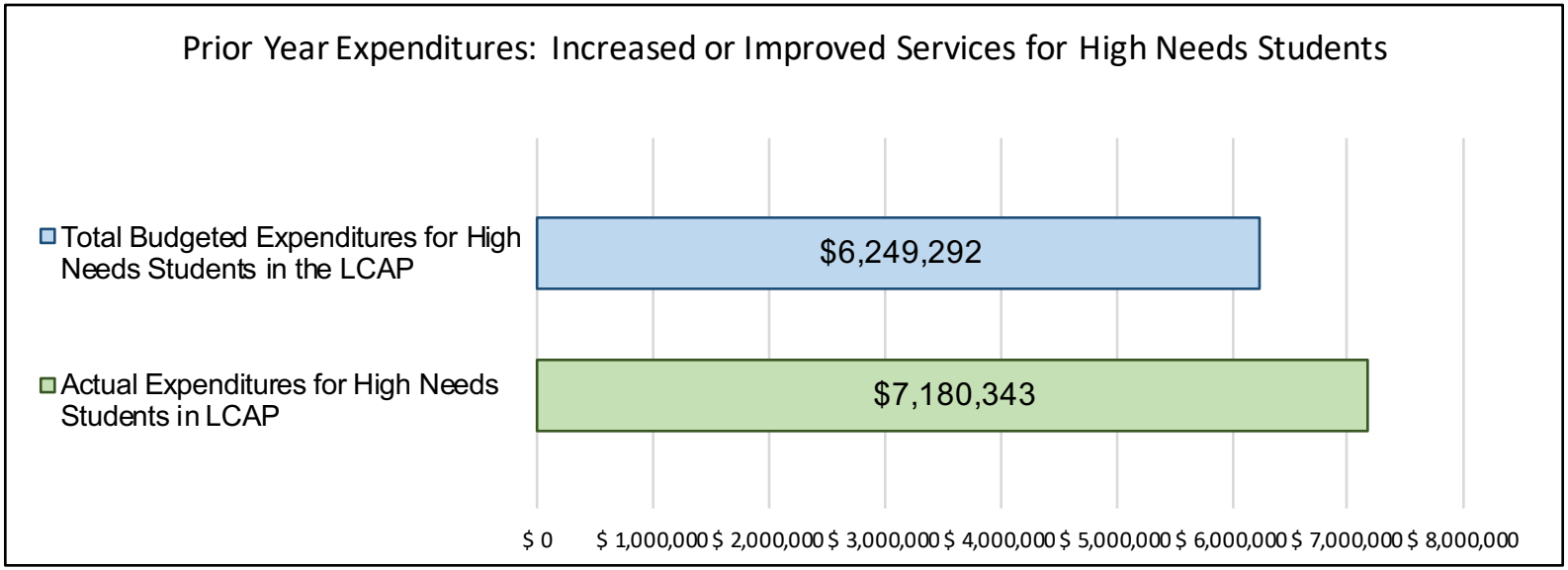
General Fund budget expenditures not included in the LCAP may include, but are not limited to: housekeeping services, travel and conference expenses, operational consulting, legal services, oversight fees, back-office support, and certain special education costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Granite Mountain Charter School is projecting it will receive $4,518,543.00 based on the enrollment of foster youth, English learner, and low-income students. Granite Mountain Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Granite Mountain Charter School plans to spend $6,896,415.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Granite Mountain Charter School's LCAP budgeted $6,249,292.00 for planned actions to increase or improve services for high needs students. Granite Mountain Charter School actually spent $7,180,343.00 for actions to increase or improve services for high needs students in 2024-25.

LCFF Budget Overview for Parents: Data Input

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Granite Mountain Charter School
CDS code:	36 75051 0139188
LEA contact information:	Brook MacMillan
Coming School Year:	2025-26
Current School Year:	2024-25

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

Projected General Fund Revenue for the 2025-26 School Year	**Amount**
Total LCFF funds	$ 56,611,961
LCFF supplemental & concentration grants	$ 4,518,543
All other state funds	$ 8,040,975
All local funds	$ -
All federal funds	$ 863,867
Total Projected Revenue	$ 65,516,803

Total Budgeted Expenditures for the 2025-26 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 64,772,606
Total Budgeted Expenditures in the LCAP	$ 54,149,334
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 6,896,415
Expenditures not in the LCAP	$ 10,623,272

Expenditures for High Needs Students in the 2024-25 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 6,249,292
Actual Expenditures for High Needs Students in LCAP	$ 7,180,343

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
Granite Mountain Charter School	Brook MacMillan; Executive Director	brook@granitemountainschool.com (909) 906-3593

Plan Summary 25-26

General Information

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

Granite Mountain Charter School, established in the 2019-2020 school year, is a tuition-free public charter school providing personalized student learning for grades TK through 12. The school has received a six-year WASC accreditation status valid through June 30, 2029. As of the census day in October 2024, the school serves a student population of 4,393, comprising 39.9% socio-economically disadvantaged students, 1.1% English Learners, less than 0.06% Foster Youth, and 10.9% students with disabilities. The majority, 75.7%, of students reside in San Bernardino County, with others located in the neighboring counties of Riverside, Los Angeles, Orange, and Kern.

In collaboration with parents, Granite Mountain Charter School offers personalized academic learning plans that encompass a wide array of educational programs catering to the whole child, including individualized instruction to accommodate various learning styles. Under the guidance of appropriately credentialed teachers, students participate in a tailored independent study program focused on the California State Standards. The school also provides a diverse range of standards-based vendor programs to support all students' learning goals.

The mission of Granite Mountain Charter School is to cultivate the individual talents of students in San Bernardino County and adjacent areas, enabling them to become proficient in Common Core State Standards and to emerge as critical thinkers, responsible citizens, and innovative leaders ready for academic and practical success in the 21st Century. This mission is achieved within a personalized environment that promotes successful outcomes through quality, personalized, standards-based education, potentially including online coursework, offline textbook work, and unique, hands-on, experiential learning experiences, facilitated in partnership with students, parents, staff, and the community. Granite Mountain’s Schoolwide Learner Outcomes are encapsulated in the acronym S.O.L.I.D.: Self-directed scholars, Outcome-oriented, Leaders in a diverse society, Inspired innovators, and Digitally proficient.

Granite Mountain Charter School offers schoolwide programs tailored to meet individual student needs. These programs include athletics and fitness, field trips, synchronous enrichment opportunities, high school activities, honor society, wellness classes, and community engagement initiatives. Additionally, the school aims to provide a variety of proficiency-based, standards-aligned curricula that offer various instructional pathways for personalized education. Each pathway is designed to accommodate students’ learning styles and instructional delivery modalities, including online pathways, textbook pathways, and custom-designed pathways.

Reflections: Annual Performance

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

Upon reviewing our dashboard, Granite Mountain's leadership team has initiated strategic growth tracking in key focus areas, emphasizing academic achievement, community engagement, and addressing the needs of our underrepresented students. These focus areas are seamlessly integrated into our daily practices, which include the regular analysis of dashboard data and local benchmark data, developing our LCAP goals, and aligning them with our WASC goals through a strategic data matrix plan. Following the release of the dashboard data, our leadership team convenes to analyze various subgroup data represented on the dashboard. This includes disaggregating CAASPP scores, local benchmark scores, curriculum assignments, and evaluating the range of supports offered to students. These analyses inform our action plan, ensuring targeted and effective improvements moving forward.

The 2024 dashboard for Granite Mountain Charter School showcases significant progress in student performance across various subgroups, with improvements noted in comparison to the 2023 dashboard. The school's overall performance in English Language Arts and Mathematics has advanced, with more students meeting or exceeding the standards. The dashboard employs a color-coded system to indicate performance levels, ranging from red (lowest) to blue (highest), with green, yellow, and orange in between.

Among the subgroups, socioeconomically disadvantaged students have improved from orange to yellow. Reflecting successful interventions and support strategies. English Learners have maintained a steady performance in the yellow category for English Language Arts, with an improvement in Mathematics from orange to yellow, showing the effectiveness of language acquisition support. Students with disabilities have shown significant progress, advancing from red to orange in English Language Arts, thanks to enhanced support services and individualized learning plans. Hispanic/Latino students have moved from yellow to green in English Language Arts, maintaining yellow in Mathematics, benefiting from culturally responsive teaching practices and community engagement.

Overall, the 2024 dashboard highlights commendable growth, demonstrating the school's commitment to equity and tailored support. These positive trends set a strong foundation for continued success in the coming years, reflecting the effectiveness of strategic interventions and the dedication to improving student outcomes.

Our CAASPP performance data is as follows:

Overall student groups: ELA 21.4 points below standard (yellow), increase of 5.6pts Math 61.2 points below standard (yellow), increase of 11.6pts

Asian: ELA 52 points above standard (blue), increase of 0.4pts Math 25.5points above standard (blue), increase of 17.6pts

Hispanic students: ELA 26.7 points below standard (yellow), increase of 8.4pts Math 70.3 points below standard (yellow), increase of 13.7pts

Two or more Races: ELA 13.1 points below standard (yellow), increase of 16.7pts Math 58.9 points below standard (yellow), increase of 13.2pts

White: ELA 24.3 points below standard (orange), maintained Math 56.5 points below standard (yellow), increase of 6.7pts

English Learners: ELA 45.2 points below standard (yellow), increase of 24.6pts Math 62 points below standard (yellow), increase of 36.3pts

Socioeconomically Disadvantaged: ELA 37.4 pts below standard (yellow), increase of 11.6pts Math 77.2 pts below standard (yellow), increase of 21.8

Students with Disabilities: ELA 79.5 points below standard (orange), increase of 6.7pts Math 124.5 points below standard (orange), increase of 4.8pts

African American: ELA 46.8 points below standard (orange), decrease of 3pts Math 101.7 points below standard (red), maintained

English Learner Progress Indicator: 51.4% making progress (yellow), maintained

College and Career Indicator: 36.7% prepared (yellow), maintained

Here are some key observations and insights from the data:

Overall, Granite Mountain students improved by 5.6 points in English Language Arts (ELA), positioning 21.4 points below the standard in yellow, and by 11.6 points in Mathematics, 61.2 points below the standard, also in yellow.

Asian students excelled, scoring well above the standard in both ELA and Math, achieving blue status. Hispanic students made gains in both subjects, remaining in yellow. Students identifying as Two or More Races showed significant improvements, particularly in ELA, while White students maintained their status in ELA and advanced in Math.

Promising growth was noted among English Learners, who increased significantly in both ELA and Math, retaining yellow status. Socioeconomically disadvantaged students also demonstrated notable progress, particularly in Math. Students with disabilities showed modest improvements, maintaining orange levels. However, African American students saw a decrease in ELA and maintained red status in Math, highlighting an area for focused support.

The English Learner Progress Indicator showed 51.4% making progress, maintaining yellow status, while the College and Career Indicator reported 36.7% prepared, also in yellow. These insights guide our strategic planning to enhance educational outcomes for all students.

Our primary objective as a school is to demonstrate growth over time as reflected in our dashboard data, specifically by focusing on subgroup and program data to effectively meet the academic needs of our struggling students. We are committed to enhancing the academic skills and achievement levels of our lowest-performing subgroups through targeted interventions, including case management, personalized curriculum assignments, and community engagement. The key groups identified for focused support include English Learners, African American students, socioeconomically disadvantaged students, and students with disabilities.

Throughout the entire three-year LCAP cycle, we aim to implement mechanisms to improve performance for these student groups. This involves developing accountability tools for progress monitoring across our three curriculum pathways, ensuring that the curriculum provided is equitable, accessible, and personalized. Additionally, we plan to bolster our Response to Intervention (RTI) efforts by streamlining our Multi-Tiered System of Supports (MTSS) offerings and increasing teacher referrals as needed, driven by Professional Learning Communities. These strategies are designed to foster meaningful change and enhance educational outcomes for all students.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Administrators	On April 16, 2025 the executive cabinet met to discuss and review GMCS's LCAP goals. In their discussion they noted that there are continued efforts to keep student recognition thriving and promote collaboration across divisions to streamline programming and create a cohesive experience for students. The school uses the LCAP and other data points to evaluate and address student needs, with a focus on improving student connections and adapting processes for better outcomes.There is a push to increase participation by leveraging ParentSquare for event sign-ups, ensuring all parents have equal access to information and opportunities. And there is an emphasis on treating students as individuals, with personalized plans and a wraparound approach through increased collaboration among support staff. Furthermore, there is a desire to expand the use of universal curriculum, offering CS workshops, tutoring, and HSAA action plans with progress monitoring to enhance student engagement and support. There is also a plan to increase training in Tier 1 supports and goal setting, as well as tier 3 supports. In an effort to increase post secondary readiness, GMCS seeks to target middle school students and offer additional support when future planning, doubling the high school counseling and HSAA supports, and ensuring all students have transition plans. Overall, the meeting focused on evaluation of the current processes and programs and future planning to ensure all students' needs are met.
Classified Staff	On October 25, 2024 the classified staff engaged in a discussion regarding our LCAP goals. The group discussed each of our LCAP goals and how GMCS is actively working to ensure these goals are being met and answered reflection questions based on each one. The group also discussed any growth areas the school has and action steps to remedy those issues.The consensus of this group was that GMCS needs to streamline internal communication (LG1), GMCS does a great job of offering students intervention supports, but more students need to utilize them (LG2), GMCS does a great job of providing secondary support for students for programs such as concurrent enrollment, but should offer more activities to illicit outside connections such as career days (LG3), and finally, GMCS has a great Multilingual department who serves the ML students, but could benefit from having more multilingual staff present at events and offer more language supports than SPanish (LG4).

SPED Staff	On October 21, 2024 the SPED staff engaged in a discussion regarding our LCAP goals. The group discussed each of our LCAP goals and how GMCS is actively working to ensure these goals are being met and answered reflection questions based on each one. The group also discussed any growth areas the school has and action steps to remedy those issues.The consensus of this group was that while GM has a great SEL program, they would like to see more support offerings in addition to wellness classes and would like to see more professional development for staff (LG1), they also feel that GM does a great job progress monitoring student achievement and tracking of assessments, but would benefit from offering more MTSS supports so students needing multiple supports have better access to them (LG2), there is a consensus that GM supports secondary students with clear graduation guidelines, CTE and CC classes and could benefit from additional connections to the community through outreach and internship programs (LG3), and finally they note that GM has a strong ML department who services students and families but could increase the collaboration across all departments and possibly create a peer mentorship program to help students connect and support each others (LG4).
Certificated Teaching Staff	On October 18, 2024 the certificated teaching staff engaged in a discussion regarding our LCAP goals. The group discussed each of our LCAP goals and how GMCS is actively working to ensure these goals are being met and answered reflection questions based on each one. The group also discussed any growth areas the school has and action steps to remedy those issues.The consensus of this group was that GM has a variety of offerings to meet the needs of the whole child from curriculum to clubs and programs but need to work on communication as they feel that since there are so many offerings, they are underutilized due to a lack of communication (LG1), this group also shared that the student support department does a great job of servicing the students who sign up for supports but that this department is underutilized and more students could benefit from their services (LG2), there was also mention of the success off the secondary division supporting student growth and development with CTE classes and concurrent enrollment but could see more streamlined communication if all resources were in one central location to share with families (LG3), and finally, this group shared how great the ML department and their offerings are for the GM students, and feel that finding a way to increase ELD class participation would be beneficial to the ML population (LG4).
Parent Community Group	On November 12, 2024 the Parent Community Group engaged in a discussion regarding our LCAP goals. The group discussed each of our LCAP goals and how GMCS is actively working to ensure these goals are being met and answered reflection questions based on each one. The group also discussed any growth areas the school has and action steps to remedy those issues.The consensus of this group was that GMCS can better shape positive school culture was by acknowledging diverse groups within the Trailblazer newsletter (LG1), the group raved about all of the universal offerings that are provided to the students, but also shared that not everyone was familiar with MTSS so streamlining communication would be key (LG2), they also noted that to promote post-secondary options GMCS could offer webinars centered around careers and universities for students to attend (LG3), and finally, this group shared that the ML department is strong, but they would like to see more communication and awareness of their offerings (LG4).
SPED Parent University	On October 28, 2024 the SPED Parent University group met and engaged in a discussion regarding our LCAP goals. The group discussed each of our LCAP goals and how GMCS is actively working to ensure these goals are being met and answered reflection questions based on each one. The group also discussed any growth areas the school has and action steps to remedy those issues.The consensus of this group was that GM has amazing offerings to support their children and Clever has helped streamline access to programs, but they would like to see more in-person offerings to engage learners (LG1), they also noted that their students receive support but wanted to see more incentive programs to encourage participation is support services (LG2), the group further shared that the SPEd transition teachers share post secondary options with their students, but they would like to see other programs available than just the transition services (LG3), and finally this group shared that they were unaware of the ML department and needs as all of their students were English speaking (LG4).

ELAC	On November 20, 2024 the ELAC group met and engaged in a discussion regarding our LCAP goals. The group discussed each of our LCAP goals and how GMCS is actively working to ensure these goals are being met and answered reflection questions based on each one. The group also discussed any growth areas the school has and action steps to remedy those issues.The consensus of this group was that GMCS could offer more culturally aware activities for students that encourage understanding of other cultures (LG1), they felt that the support given to students was great and their students are being served well, but having a strong social media presence would help streamline communication of offerings (LG2), they felt that offering more classes and VCI options to include resume writing and other post secondary skills would be beneficial (LG3), and they felt the tutoring offering is amazing, but they would like to see more classes to help students with social skills (LG4).
Staff LCAP Survey	On December 10, 2024 all staff were given access to complete the LCAP survey. This survey included quantitative Likert scale questions to assess how they felt about the GMCS programs and the offerings for their students, as well as qualitative questions to elicit feedback on relationships within educational partners and decision making processes, as well as questions requesting feedback on any growth areas. The survey revealed that staff are very satisfied with the offerings of the school and feel that the programs and services support their learner needs. They also noted some areas for growth would be to provide more streamlined communication and transparency in decision making processes.
Parent LCAP Survey	On December 16, 2024 all parents/guardians were given access to complete the family LCAP surveys. This survey included quantitative Likert scale questions to assess how they felt about the GMCS programs and the offerings for their students, as well as qualitative questions to elicit feedback on relationships within educational partners and decision making processes, as well as questions requesting feedback on any growth areas. The survey revealed that families generally feel safe and supported at GMCS, the curriculum offerings and programs meet the needs of their students, and they enjoy being a part of the school. Some growth areas noted from this group center on providing more in-person activities across more regions and the need for more activities to engage learners, more technology choices, and more incentive programs for students.
Student LCAP Survey	On December 16, 2024 students in 3rd grade and above were given access to complete the student LCAP surveys.This survey included quantitative Likert scale questions to assess how they felt about the GMCS programs and the offerings for their students, as well as qualitative questions to elicit feedback on relationships within educational partners and decision making processes, as well as questions requesting feedback on any growth areas. The survey revealed that while the majority of students find value in their curriculum and programs offered, some students shared lower levels of connectedness with the school. It is important to note that these students are also the ones who noted that they do not typically engage in any of the extracurricular offerings offered to them outside of their standard coursework. Overall, the students have a positive view of the school, the offerings, and their education.
Multilingual LCAP Survey	On December 16, 2024 the Multilingual families were given access to complete the ML LCAP surveys. This survey included quantitative Likert scale questions to assess how they felt about the ML programs and the offerings for their students, as well as qualitative questions to elicit feedback on how to better the department. The survey revealed that families are satisfied with the tutoring and programs available to their students but they would like to see more offerings and extended tutoring sessions and additional resources for their students.
School Climate Survey	This year GMCS included the School Climate Survey into the student LCAP survey so that students only had to fill out one survey. The School Climate Survey revealed that students are generally satisfied with the school, they feel safe at the school, and look forward to their educational day.
Parent Community Group	On February 27, 2025, the GMCS parent community group met and parents discussed the coded results of the LCAP surveys.

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

Granite Mountain Charter School collected educational partner feedback to inform the development of our LCAP goals and guide school programs and initiatives. This process involved analyzing data from surveys, focus groups, and discussions with parents and staff to identify factors influencing LCAP goals and expenditures. The school year began with educational partners—including staff, administration, and parents—reflecting on essential questions related to school and LCAP goals. This feedback was subsequently utilized to develop targeted LCAP surveys for staff, families, students, and multilingual participants. Survey responses highlighted areas of growth and success related to school programs, which were then incorporated into LCAP development. Additionally, group discussions with various educational partners were conducted to address the specific needs of the school, our programs, our students, including specific conversations around our subgroup populations. From these discussion themes emerged that assisted in the forming of our LCAP goals.

Student feedback indicated a desire to maintain positive experiences with teacher support, relationships, communication, career exploration opportunities, flexible learning options, and academic incentives. Students expressed interest in increased community-building through additional events and field trips, greater access to high school counselors, and a structured approach to transitioning from elementary to secondary education. Furthermore, multilingual students reported needing increased program access, including technology-based tools, live language courses, hands-on learning experiences, and expanded tutoring opportunities. Overall, Granite Mountain students reported feeling safe and connected to the school environment and appreciated in-person and virtual learning opportunities.

Parent feedback revealed satisfaction with teacher collaboration and the availability of activities, field trips, and extracurricular offerings. Parents emphasized the need for diverse curriculum options tailored to students' learning styles and requirements. Additionally, parents expressed interest in a centralized communication system for school activities, programs, and events, ensuring student success through proactive engagement from staff, teachers, and counselors. Parents also acknowledged positive efforts in developing a strategic plan to solicit feedback regarding the personalized learning program, including services for students with special needs and improving systems for monitoring student progress and providing timely support.

Multilingual parent feedback included requests for additional tutoring opportunities, life skills electives and clubs, and increased field trip options. These parents also expressed interest in increased interactive English Language Development classes and offerings.

Staff expressed satisfaction with community-building within the organization and the support received from various departments and administration. Staff requested additional support with technology applications, increased student hands-on learning opportunities, streamlined curricular options, high school orientation for incoming freshmen, expanded high school offerings, and continued focus on preparing students for assessments. Staff believed students would benefit from flexible intervention offerings, including Social Emotional Learning classes, additional tier 1 interventions, and tier 2 intervention classes.

The educational partner feedback influenced the development of specific actions related to field trips, community events, and tutoring support to enhance academic achievement, as reflected in goals 1 and 2. Additionally, feedback indicated a need for increased workforce support in career exploration, including internships and apprenticeships, which is identified in goal 3 actions. English Learner feedback emphasized the desire for additional parent workshops, community events, and tutoring support for English Language Development and academic achievement, which is incorporated into goal 4 actions of the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Granite Mountain seeks to shape positive school culture through educational partner engagement by emphasizing the needs of the whole child, fostering authentic community relationships that draw from digital tools, and streamline communication practices as a means of ensuring equitable access to high quality, standards aligned instruction.	Broad Goal

State Priorities addressed by this goal.

1(basic) 2(state standards) 3 (Parental involvement) 5 (pupil engagement) 6 (school climate), 7 (course access)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students have access to a learning environment that is based on input and participation of our educational partners, as well as ensure that the school climate is safe and accessible for all students. The metrics and actions are grouped together as the data is aligned with the measurable outcomes for these actions.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
1	1A: Appropriately Assigned Teachers [SARC]	100%	100%		100%	0
2	1B: Access to Instructional Materials [SARC]	100%	100%		100%	0
3	1C: Safe Clean and Functional Facilities [SARC]	100%	99.13%		100%	-0.87
4	2A: Implementation of Academic Standards [Local Indicator]	100%	100%		100%	0

5	3A: Parent Survey Completion [Survey Completion rate]	26%	56%		40%	+30
6	3C: Parent Involvement in Decision Making throughTrailblazer Community Groups and SPED Parent University Groups offered [# of offerings]	TB Community Group meetings held: 4 SPED Parent University meetings held: 31	TB Community Group meetings held: 4 SPED Parent University meetings held: 31		TB Community Group Meetings held: minimum of 4 SPED Parent University Meetings held: 30	0
7	5A: School Attendance Rate [SIS]	99.82%	99.78%		99%	-0.04
8	5B: Chronic Absenteeism [Dashboard]	1.14%	0.6%		<2%	+1.08
9	6A: Suspension Rate [State Reported]	0%	0%		<2%	0
10	6B: Expulsion Rate [State Reported]	0%	0%		<2%	0
11	6C: Percent of students that feel safe and connected to the school [Survey]	90% felt connected or neutral 98% felt safe or neutral	86% feel connected 99% feel safe		95% feel connected 95% feel safe	-4 feel connected +1 feel safe
12	7A: Student Enrollment and access to Broad Course of Study [Local Indicator]	100%	100%		100%	0
13	7B: Programs and Services developed and provided to unduplicated students [Local Indicator]	100%	100%		100%	0
14	7C: Programs and Services developed and provided to students with disabilities [Local Indicator]	100%	100%		100%	0

15	SEL & Student Support % participation in SEL Supports [Department Data]	5%	7%		20%	+2

Goal Analysis for 24-25

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

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

All actions outlined in our plan were implemented as intended, aligning with our strategic goals. We experienced notable successes, including meeting expenditures in key areas such as staffing, curriculum, and professional development. These efforts have contributed to increased parent engagement and enhanced participation in Social Emotional Learning (SEL) support, which are critical components of our educational objectives.

However, we faced challenges with increased expenditures beyond what was initially budgeted in areas such as field trips and instructional services. This was due to an unexpected rise in the demand for personalized instructional services and a greater emphasis on providing hands-on learning experiences than anticipated. Despite these challenges, our commitment to delivering high-quality education remains steadfast, and we continue to adapt to meet the evolving needs of our students and community.

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 not a significant difference between budgeted expenditures and estimated actual expenditures in Goal 1.

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

All actions undertaken have been effective in advancing our goals. Notably, the staffing in community engagement, positive school culture, and experiential learning has significantly enhanced parent engagement, demonstrating a substantial impact on our community involvement objectives.

Actions focused on crisis management and social-emotional learning have positively influenced our chronic absenteeism and attendance rates, indicating progress in supporting student well-being. The addition of Regional Assistant Directors has proven effective in maintaining strong suspension and expulsion rates, contributing to a more supportive and stable learning environment.

Our efforts in community events and communication have successfully increased parental involvement, fostering a stronger connection between the school and families. Furthermore, actions related to instructional services, curriculum, and field trips have effectively supported our metrics in providing a broad course of study, ensuring access to instructional materials, and implementing academic standards.

Overall, no actions have been identified as ineffective, underscoring the success of our strategic initiatives in achieving this goal.

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

After reflecting on our prior practices and evaluating the progress made, we have determined that no changes are necessary to the planned goals, metrics, target outcomes, or actions for the coming year. The current strategies and initiatives have proven effective in achieving our objectives, and we are confident that maintaining this course will continue to support the success and growth of our students and community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility Repairs	Our Granite Mountain facilities are used to assess students, house curriculum, records, print shop, and send and receive shipping. Regular maintenance is provided yearly.	$38,000	N
1.2	Office/Warehouse Lease	Our office provides a location for in-person, professional development for teachers, and houses our technology department. Our warehouse is our main hub for shipping and receiving, and for storing educational materials and supplies.	$206,775.19	N
1.3	Adopted Curriculum	Granite Mountain pre-purchased evidence-based curriculum that is comprehensive and standardards aligned to meet student's learning modalities for textbook, online, asynchronous, and synchronous instruction.	$615,422.08	N
1.4	Professional Development through Curriculum Admin Staff	Granite Mountain provides staff with professional development opportunities to learn more about universal, adopted curriculum, and custom designed curriculum by our leadership staff in our Custom Designed Curriculum department. This professional development focuses on familiarizing teachers with the curriculum to best suit individual student learning needs and increasing achievement levels.	$857,403	N
1.5	Staff Supported Technology and Equipment	In order to meet the needs of virtual teaching, professional development, staff meetings, and intervention classes, GMCS provides staff various technology support such as computers, zoom accounts, docucams, supportive technology and non-capitalized equipment.	$150,000	N
1.6	Student Technology	Every student, including English Learners, Foster Youth, and Low SES students have access to technology devices and software that will meet their academic and safety needs. Hot Spots are provided to our Low SES students who are without internet. GMCS contracts with Charter Tech Services. Charter Tech Services provides helpdesk to both staff and students, monitors, procures, and maintains all technology needs school-wide including our unduplicated students. Our devices include laptops, tablets, hotspots, printers, headphones, and computer mice.	$700,000	Y
1.7	Certificated staffing: Administrators and Teachers	Our certificated staff members are teachers and administrators that run a full, comprehensive, programmatic school that meets the needs of our diverse students and families.	$27,997,143.18	N
1.8	Classified Staffing	GMCS employs classified staff members that provide support in human resources, records, ordering, office management, logistics, paraprofessionals and business services.	$4,436,433.39	N

1.9	Instructional Services	GMCS contracts with community vendors for instructional services that tie to the twelve academic standards including VAPA, ELA, Math, Science, CTE, Foreign Language and more. Additionally, we partner with SPED and GE education consultants to help with additional services needed. This allows for GMCS to personalize learning for students, while catering to their academic and career interests.	$6,200,000	N
1.10	Student Life and Athletics Clubs and Electives Staff	GMCS provides a robust set of virtual clubs and electives to provide a broad course of study to students. These classes are provided by staff that are passionate and knowledgeable in various academic content areas including visual art, STEM, elementary literature, community service, and beyond. It is our desire to broaden the learning experience in Granite Mountain students.	$1,787,197.44	N
1.11	Assessment Facility Rentals	As a non-classroom-based school, we rent locations for our SBAC and PFT assessments every year in the various regions we serve to allow for in person testing of our students. We also provide materials and resources to allow for an effective testing environment for staff and students.	$15,000	N
1.12	Additional Instructional Curriculum	In addition to our universal curriculum and adopted curriculum, we provide opportunities for teachers to assign additional academic curriculum to students to individualize their academic plan and cater to their learning styles and learning needs.	$2,150,000	N
1.13	Instructional Materials and Supplies	To enhance individualized learning in providing opportunities for our students in all twelve academic content areas, GMCS provides materials and supplies to all students to ensure a broad course of study for all students.	$1,700,000	N
1.14	Positive School Culture/Community Engagement/Experiential Learning Staff	GMCS recognizes the need to enhance school connection, as well as provide a positive school culture by engaging our students and families. Our school has three departments dedicated to building community, as well as ensuring experiential learning opportunities to all our students, including English Learners, Foster Youth, and Low SES students.	$1,053,745.61	Y
1.15	Community Events	GMCS hosts monthly and yearly community events for students, families, and staff to participate in. The focus is to provide community engagement with an emphasis on educational learning.	$15,000.00	N
1.16	Communication	Communication amongst staff and parents is prioritized by using a variety of modalities to provide the most current information. Utilizing our website with the most updated FAQs, policies, and program descriptions allows incoming and current families easy access to school updates. Other communication means include scheduling programs, phone services, and shipping materials.	$200,000	N
1.17	Field Trips	GMCS offers a wide variety of educational field trips to students to increase student engagement through hands-on learning and experiences. We recognize that our unduplicated students would benefit from learning through experience provided by the school to increase depth of understanding by learning through multiple modalities in varying destinations.	$200,000	Y
1.18	Crisis/Foster Youth/Homeless Professional Development	Professional development with guest speakers provides GMCS staff with insight and understanding into critical areas of need for our students experiencing homelessness, foster youth, and crisis. This action will also include providing professional development opportunities for our student wellness department leadership.	$7,000.00	Y
1.19	Crisis and Wellness Staffing	GMCS has recognized an increased need to assist our families that are struggling emotionally and behaviorally. Our Social Emotional Learning and Special Populations department was developed with the intention of helping our low SES families that were experiencing crisis and providing services, resources, and emotional support during difficult times. Through this department, we are supporting students school wide, as well as with their individual crisis needs.	$878,967.71	Y

1.20	Regional Assistant Directors	GMCS recognizes the need to ensure that all students are provided support through instruction, compliance, and access to broad course study in addition to their assigned teacher. Our Regional Assistant Directors provide this extra layer of support through tracking compliance and progress monitoring.	$668,678	Y

Goal

Goal #	Description	Type of Goal
2	Granite Mountain aims to increase student achievement of subgroups and overall student population by progress monitoring, employment to MTSS tiers, and curriculum effectiveness in the areas of Math, Science and English Language Arts proficiency.	Broad Goal

State Priorities addressed by this goal.

2 (state standards), 4(pupil achievement), 8 (Other Student Outcomes)

An explanation of why the LEA has developed this goal.

By implementing effective MTSS strategies and equitable progress monitoring tools, GMCS local and state benchmark data will be tracked through the metrics of priorities 4 and 6. We aim to create a supportive, personalized learning environment that empowers students to achieve their full potential within the Granite Mountain community. The metrics and actions are grouped together as the data is aligned with the measurable outcomes for these actions.

Measuring and Reporting Results

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline
2023-2024</th><th>Year 1 Outcome
2024-2025</th><th>Year 2 Outcome
2025-2026</th><th>Target for Year 3 Outcome
2026-2027</th><th>Current Difference from Baseline</th></tr>
<tr>
<td>1</td>
<td>8B: ELA
Local Assessment (TK-2):
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Renaissance Reports]</td>
<td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)
Grades TK-2nd
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>61%</td><td>85%</td></tr>
<tr><td>A. A.</td><td>33%</td><td>83%</td></tr>
<tr><td>SED</td><td>62%</td><td>81%</td></tr>
<tr><td>SWD</td><td>60%</td><td>53%</td></tr>
<tr><td>Hisp.</td><td>54%</td><td>83%</td></tr>
</table>
</td>
<td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)
Grades TK-2nd
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>61%</td><td>83%</td></tr>
<tr><td>A. A.</td><td>76%</td><td>76%</td></tr>
<tr><td>SED</td><td>67%</td><td>80%</td></tr>
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<td></td>
<td>Grades TK-2nd
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<tr><td>Hisp.</td><td>59%</td><td>88%</td></tr>
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<td>Grades TK-2nd
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<table>
<tr>
<td>2</td>
<td>8B: Math
Local Assessment (TK-2):
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Renaissance Reports]</td>
<td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)
Grades TK-2nd
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>48%</td><td>88%</td></tr>
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<tr><td>SED</td><td>44%</td><td>85%</td></tr>
<tr><td>SWD</td><td>50%</td><td>69%</td></tr>
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<td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)
Grades TK-2nd
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>61%</td><td>85%</td></tr>
<tr><td>A. A.</td><td>49%</td><td>71%</td></tr>
<tr><td>SED</td><td>63%</td><td>79%</td></tr>
<tr><td>SWD</td><td>47%</td><td>64%</td></tr>
<tr><td>Hisp.</td><td>59%</td><td>83%</td></tr>
</table></td>
<td></td>
<td>Grades TK-2nd
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>53%</td><td>93%</td></tr>
<tr><td>A. A.</td><td>34%</td><td>81%</td></tr>
<tr><td>SED</td><td>49%</td><td>90%</td></tr>
<tr><td>SWD</td><td>55%</td><td>74%</td></tr>
<tr><td>Hisp.</td><td>55%</td><td>89%</td></tr>
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<td>Grades TK-2nd
<table>
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<tr><td>All</td><td>+5</td><td>-3</td></tr>
<tr><td>A. A.</td><td>+20</td><td>-15</td></tr>
<tr><td>SED</td><td>+23</td><td>-6</td></tr>
<tr><td>SWD</td><td>-3</td><td>-5</td></tr>
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<table>
<tr>
<td>3</td>
<td>8B: ELA
Local Assessment (3rd-5th)
(6th-8th)
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Renaissance Reports]</td>
<td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)
Grades 3rd-5th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
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Grades 6th-8th
<table>
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<tr><td>SED</td><td>63%</td><td>60%</td></tr>
<tr><td>SWD</td><td>59%</td><td>41%</td></tr>
<tr><td>Hisp.</td><td>68%</td><td>64%</td></tr>
</table></td>
<td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)
Grades 3rd-5th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>62%</td><td>81%</td></tr>
<tr><td>A. A.</td><td>61%</td><td>74%</td></tr>
<tr><td>SED</td><td>58%</td><td>73%</td></tr>
<tr><td>SWD</td><td>56%</td><td>56%</td></tr>
<tr><td>Hisp.</td><td>60%</td><td>76%</td></tr>
</table>
Grades 6th-8th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>66%</td><td>69%</td></tr>
<tr><td>A. A.</td><td>65%</td><td>59%</td></tr>
<tr><td>SED</td><td>61%</td><td>64%</td></tr>
<tr><td>SWD</td><td>59%</td><td>37%</td></tr>
<tr><td>Hisp.</td><td>65%</td><td>72%</td></tr>
</table></td>
<td></td>
<td>Grades 3rd-5th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>57%</td><td>71%</td></tr>
<tr><td>A. A.</td><td>67%</td><td>63%</td></tr>
<tr><td>SED</td><td>47%</td><td>65%</td></tr>
<tr><td>SWD</td><td>57%</td><td>38%</td></tr>
<tr><td>Hisp.</td><td>54%</td><td>64%</td></tr>
</table>
Grades 6th-8th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>71%</td><td>72%</td></tr>
<tr><td>A. A.</td><td>68%</td><td>64%</td></tr>
<tr><td>SED</td><td>68%</td><td>65%</td></tr>
<tr><td>SWD</td><td>64%</td><td>46%</td></tr>
<tr><td>Hisp.</td><td>73%</td><td>69%</td></tr>
</table></td>
<td>Grades 3rd-5th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>+10</td><td>+15</td></tr>
<tr><td>A. A.</td><td>-1</td><td>+16</td></tr>
<tr><td>SED</td><td>+16</td><td>+13</td></tr>
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<tr><td>Hisp.</td><td>+11</td><td>+17</td></tr>
</table>
Grades 6th-8th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>0</td><td>+2</td></tr>
<tr><td>A. A.</td><td>+2</td><td>0</td></tr>
<tr><td>SED</td><td>-2</td><td>+4</td></tr>
<tr><td>SWD</td><td>0</td><td>-4</td></tr>
<tr><td>Hisp.</td><td>-3</td><td>+8</td></tr>
</table></td>
</tr>
</table>

<table>
<tr>
<td>4</td>
<td>8B: Math

Local Assessment
(3rd-5th Grades)

(6th-8th Grades)

*Renaissance STAR 360 Student Growth Percentile above 40

* At/Above Benchmark

• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic

[Renaissance Reports]</td>
<td>Fall 23- Spring 24 (SGP)

Spring 24 (At/Above)

Grades 3rd-5th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>51%</td><td>66%</td></tr>
<tr><td>A. A.</td><td>67%</td><td>40%</td></tr>
<tr><td>SED</td><td>59%</td><td>60%</td></tr>
<tr><td>SWD</td><td>59%</td><td>31%</td></tr>
<tr><td>Hisp.</td><td>55%</td><td>61%</td></tr>
</table>
Grades 6th-8th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>53%</td><td>73%</td></tr>
<tr><td>A. A.</td><td>47%</td><td>79%</td></tr>
<tr><td>SED</td><td>51%</td><td>73%</td></tr>
<tr><td>SWD</td><td>50%</td><td>36%</td></tr>
<tr><td>Hisp.</td><td>61%</td><td>66%</td></tr>
</table></td>
<td>Fall 24- Spring 25 (SGP)

Spring 25 (At/Above)

Grades 3rd-5th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>58%</td><td>73%</td></tr>
<tr><td>A. A.</td><td>58%</td><td>65%</td></tr>
<tr><td>SED</td><td>59%</td><td>61%</td></tr>
<tr><td>SWD</td><td>43%</td><td>40%</td></tr>
<tr><td>Hisp.</td><td>59%</td><td>65%</td></tr>
</table>
Grades 6th-8th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>65%</td><td>76%</td></tr>
<tr><td>A. A.</td><td>60%</td><td>51%</td></tr>
<tr><td>SED</td><td>64%</td><td>59%</td></tr>
<tr><td>SWD</td><td>55%</td><td>44%</td></tr>
<tr><td>Hisp.</td><td>63%</td><td>72%</td></tr>
</table></td>
<td></td>
<td>Grades 3rd-5th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>56%</td><td>71%</td></tr>
<tr><td>A. A.</td><td>72%</td><td>45%</td></tr>
<tr><td>SED</td><td>64%</td><td>65%</td></tr>
<tr><td>SWD</td><td>64%</td><td>36%</td></tr>
<tr><td>Hisp.</td><td>60%</td><td>66%</td></tr>
</table>
Grades 6th-8th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>58%</td><td>78%</td></tr>
<tr><td>A. A.</td><td>52%</td><td>84%</td></tr>
<tr><td>SED</td><td>56%</td><td>78%</td></tr>
<tr><td>SWD</td><td>55%</td><td>41%</td></tr>
<tr><td>Hisp.</td><td>66%</td><td>71%</td></tr>
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<td>Grades 3rd-5th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>+7</td><td>+7</td></tr>
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<tr><td>SED</td><td>0</td><td>+1</td></tr>
<tr><td>SWD</td><td>-16</td><td>+9</td></tr>
<tr><td>Hisp.</td><td>+4</td><td>+4</td></tr>
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Grades 6th-8th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>+12</td><td>+3</td></tr>
<tr><td>A. A.</td><td>+13</td><td>-28</td></tr>
<tr><td>SED</td><td>+13</td><td>-14</td></tr>
<tr><td>SWD</td><td>+5</td><td>+8</td></tr>
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</table>

5

4A: ELA

SBAC

(3rd-5th)

(6th-8th)

*Meets/Exceeds

*Difference from CA state

- All Students
- African American
- Socioeconomic Disadvantaged
- Students with Disabilities
- Hispanic

[Dashboard]

2022-23 Dashboard Data

Grades 3rd-5th

Sub group	% Proficient	Diff from CA
All	38%	-6
A.A.	24%	-4
SED	29%	-3
SWD	21%	+3
Hisp.	36%	+2

Grades 6th-8th

Sub group	% Proficient	Diff from CA
All	41%	-4
A.A.	27%	-1
SED	33%	-2
SWD	11%	-2
Hisp.	39%	+4

2023-24 Dashboard Data

Grades 3rd-5th

Sub group	% Proficient	Diff from CA
All	40%	-5
A.A.	34%	+5
SED	35%	0
SWD	18%	0
Hisp.	37%	+3

Grades 6th-8th

Sub group	% Proficient	Diff from CA
All	43%	-3
A.A.	35%	+5
SED	38%	+2
SWD	12%	-1
Hisp.	38%	+3

Grades 3rd-5th

Sub group	% Proficient	Diff from CA
All	43%	-1
A. A.	29%	+1
SED	34%	+2
SWD	26%	+8
Hisp.	41%	+7

Grades 6th-8th

Sub group	% Proficient	Diff from CA
All	46%	+1
A. A.	33%	+4
SED	38%	+3
SWD	16%	+3
Hisp.	44%	+9

Grades 3rd-5th

Sub group	% Proficient	Diff from CA
All	+2	+1
A. A.	+10	+9
SED	+6	+3
SWD	-3	-3
Hisp.	+1	+1

Grades 6th-8th

Sub group	% Proficient	Diff from CA
All	+2	+1
A. A.	+8	+6
SED	+5	+4
SWD	+1	+1
Hisp.	-1	-1

6

4A: Math

SBAC

(3rd-5th)

(6th-8th)

*% Proficient

*Difference from CA state

- All Students
- African American
- Socioeconomic Disadvantaged
- Students with Disabilities
- Hispanic

[Dashboard]

2022-23 Dashboard Data

Grades 3rd-5th

Sub group	% Proficient	Diff from CA
All	28%	-11
A.A.	24%	+2
SED	19%	-8
SWD	16%	-2
Hisp.	26%	-2

Grades 6th-8th

Sub group	% Proficient	Diff from CA
All	21%	-11
A.A.	24%	+9
SED	12%	-8
SWD	6%	-3
Hisp.	17%	-38

2023-24 Dashboard Data

Grades 3rd-5th

Sub group	% Proficient	Diff from CA
All	31%	-10
A.A.	21%	-1
SED	26%	-4
SWD	11%	-7
Hisp.	26%	-3

Grades 6th-8th

Sub group	% Proficient	Diff from CA
All	25%	-8
A.A.	17%	+1
SED	22%	-1
SWD	4%	-5
Hisp.	20%	-2

Grades 3rd-5th

Sub group	% Proficient	Diff from CA
All	33%	-6
A. A.	29%	+7
SED	24%	-3
SWD	21%	+3
Hisp.	31%	+3

Grades 6th-8th

Sub group	% Proficient	Diff from CA
All	26%	-6
A. A.	29%	+14
SED	17%	-3
SWD	11%	+2
Hisp.	22%	-33

Grades 3rd-5th

Sub group	% Proficient	Diff from CA
All	+3	+1
A. A.	-3	-3
SED	+7	+4
SWD	-5	-5
Hisp.	0	-1

Grades 6th-8th

Sub group	% Proficient	Diff from CA
All	+4	+3
A. A.	-7	-8
SED	+10	+7
SWD	-2	-2
Hisp.	+3	+36

7

4A: Science

CAST

Grade 5

Grade 8

Grade 11

*% Proficient

- All Students
- African American
- Socioeconomic Disadvantaged
- Students with Disabilities
- Hispanic

[TOMS Report]

2022-23 Dashboard Data

Grade 5

Sub group	% Proficient
All	30%
A.A.	21%
SED	22%
SWD	13%
Hispanic	29%

Grade 8

Sub group	% Proficient
All	31%
A.A.	14%
SED	17%
SWD	9%
Hispanic	26%

Grade 11

Sub group	% Proficient
All	26%
A.A.	0%
SED	22%
SWD	18%
Hispanic	22%

2023-24 Dashboard Data

Grade 5

Sub group	% Proficient
All	32%
A.A.	28%
SED	30%
SWD	16%
Hispanic	35%

Grade 8

Sub group	% Proficient
All	26%
A.A.	9%
SED	24%
SWD	16%
Hispanic	35%

Grade 11

Sub group	% Proficient
All	40%
A.A.	60%
SED	40%
SWD	27%
Hispanic	42%

Grade 5

Sub group	% Proficient
All	35%
A.A.	26%
SED	27%
SWD	18%
Hispanic	34%

Grade 8

Sub group	% Proficient
All	36%
A.A.	19%
SED	22%
SWD	14%
Hispanic	31%

Grade 11

Sub group	% Proficient
All	31%
A.A.	5%
SED	27%
SWD	23%
Hispanic	27%

Grade 5

Sub group	% Proficient
All	+2
A. A.	+3
SED	+8
SWD	+3
Hisp.	+6

Grade 8

Sub group	% Proficient
All	-5
A. A.	-5
SED	+7
SWD	+7
Hisp.	+9

Grade 11

Sub group	% Proficient
All	+14
A. A.	+60
SED	+18
SWD	+9
Hisp.	+20

8	2A: Intervention Services: % students met tier 2 intervention goal • Reading • Math • Writing [Department Data]	• Reading 60% • Math 65% • Writing 70%	• Reading: 56% • Math: 70% • Writing: 48% : Writing students did have 20% growth.		• Reading 70% • Math 70% • Writing 70%	• Reading -4 • Math +5 • Writing -22
9	2A: Special education % students on track to meet IEP goals: • Reading • Math • Writing [Department Data]	• Reading: 67% • Math: 59% • Writing: 62%	• Reading: 63% • Math: 63% • Writing: 63%		• Reading: 70% • Math: 62% • Writing: 66%	• Reading: -4 • Math: +4 • Writing: +1

Goal Analysis for 24-25

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

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

All actions were implemented as planned, demonstrating our commitment to achieving the set goals. We successfully met all expenditures according to our budget, and the majority of our subgroup student data showed improvement in their CAASPP and STAR 360 assessments. Notably, there were significant increases among our African American and Special Education students, reflecting the positive impact of our targeted efforts.

While there were no challenges in implementing the stated actions, our writing intervention metric indicated a decrease in the number of students meeting their intervention goals. Despite this, the implementation is still considered successful, as 20% of those students demonstrated significant growth in their writing skills. Overall, all actions were effectively executed, contributing to our ongoing success and progress in enhancing student achievement.

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 not a significant difference between budgeted expenditures and estimated actual expenditures in Goal 2.

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

All actions undertaken have been effective in making progress toward our goals. The implementation of the Renaissance Suite has proven particularly effective in assessing our students at the local benchmark level and providing Tier 1 supports to address learning gaps. This is evidenced by the majority of our student data showing an increase in assessment scores.

Additionally, the professional development provided to teachers, intervention staff, and the implementation of intervention curriculum have all contributed to our success in providing Tier 2 support to students. Access to a universal curriculum and universal tutoring has further supported student achievement across various subgroups.

The most notable increases in data, demonstrating the effectiveness of these actions, are observed within our African American, Hispanic, low socioeconomic status (SES), and students with disabilities subgroups. These results highlight the positive impact of our strategies in fostering academic growth and equity among all students.

Overall, no actions have been identified as ineffective, underscoring the success of our strategic initiatives in achieving this goal.

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

After reflecting on our prior practices and evaluating the progress made, we have determined that no changes are necessary to the planned goals, metrics, target outcomes, or actions for the coming year. The current strategies and initiatives have proven effective in achieving our objectives, and we are confident that maintaining this course will continue to support the success and growth of our students and community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Universal Curriculum	All Granite Mountain students have universal access to digital curriculum through their Clever platform upon enrollment in the school. This includes academic areas such as reading, math, science, social studies, SEL, and electives.	$92,842.50	Y
2.2	Renaissance Suite	Our Renaissance Suite contract meets the needs of our students in many ways. STAR 360 is our local assessment program that we use as a benchmark platform to assess students two times a year to measure academic growth and determine the need for tiered intervention support. Our first two assessment windows allow for teacher planning, students who set a goal for further growth will participate in a third benchmark assessment. It also includes Freckle Math and ELA used for Tier 1 Intervention, MyOn Reader which provides library books and news articles to students, Accelerated Reader which provides comprehension assessment on reading books for students, and professional development to GMCS teachers through Renaissance to best utilize the resources provided through the online platform.	$118,274.00	N
2.3	Student Achievement Professional Development	GMCS places focus on professionally developing our teachers to analyze assessment data, recognize learning gaps, and utilizing tier 1 and 2 supports in English Language Arts to increase student achievement. In addition, we plan to provide dedicated professional development to our assessment team, student support team and select administration team, in order to adequately support our teachers in meeting the academic needs of our students in the area of ELA.	$7,000.00	N
2.4	Intervention Curriculum and Progress Monitoring Resources	Intervention Coordinators provide weekly instruction in reading and writing as tier 2 support to our students in need of intervention based on their local benchmark scores, SBAC and daily assignments. Evidence Based materials and resources in ELA are used to meet the learning needs of students that are involved in the Student Study Team process. Additionally, the SST Coordinators will use the Beyond SST platform to provide equitable progress monitoring and data collection.	$13, 203.89.	Y
2.5	Universal Tutoring Access	GMCS has experienced growth over the years and recognizes the need to provide tutoring support to students as part of a tier 1 program. Many families continue to request access to universal tutoring, in addition to requesting access on evenings and weekends, outside of GMCS working hours. As the need of families to have access to high quality tutoring remains paramount, we contract with tutoring vendors to provide tutoring support to all Granite Mountain students.	$20,000	N
2.6	Learning Ally	GMCS utilizes online platforms such as Freckle Reading and Learning Ally to support students in filling learning gaps and increasing student achievement on local and statewide assessments in ELA.	$3,599	N
2.7	Intervention/SST Staffing	GMCS provides tiered, virtual direct instruction through our intervention coordinators in the areas of reading and writing. This contributes toward our EL, FY, and Low SES community to have a system in place to provide tier 1 and 2 direct instruction to fill learning gaps and individualized academic needs. Our coordinators also assist our RFEP EL students maintain academic growth after reclassifying.	$1,697,839.19	Y
2.8	Nearpod for ELA/Math/Science	GMCS's live virtual instructional teams utilize NearPod to align targeted ELA lessons in alignment with our student's local benchmark reports, in order to provide meaningful and direct instruction to increase achievement levels. The nature of the lessons will also provide additional support to our EL, FY, and low SES students.	$3,712.00	N

Goal

Goal #	Description	Type of Goal
3	Granite Mountain will implement best practices to ensure personalized access to post secondary outcomes, including workforce development, student engagement, and college and career readiness as represented on the California Dashboard.	Focus Goal

State Priorities addressed by this goal.

4(pupil achievement), 5 (pupil engagement), 8 (Other Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed through educational partner feedback to ensure that all Granite Mountain high school students will be closely tracked and monitored according to the CA dashboard College and Career Indicators ensuring positive postsecondary outcomes as indicated in the grouping of the metrics and actions of this goal.

Measuring and Reporting Results

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline
2023-2024</th><th>Year 1 Outcome
2024-2025</th><th>Year 2 Outcome
2025-2026</th><th>Target for Year 3 Outcome
2026-2027</th><th>Current Difference from Baseline</th></tr>
<tr>
<td>1</td>
<td>8B: ELA
Local Assessment (9th-11th):
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Renaissance Report]</td>
<td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>60%</td><td>67%</td></tr>
<tr><td>A. A.</td><td>50%</td><td>59%</td></tr>
<tr><td>SED</td><td>58%</td><td>60%</td></tr>
<tr><td>SWD</td><td>59%</td><td>41%</td></tr>
<tr><td>Hisp.</td><td>59%</td><td>64%</td></tr>
</table>
</td>
<td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>67%</td><td>87%</td></tr>
<tr><td>A. A.</td><td>74%</td><td>83%</td></tr>
<tr><td>SED</td><td>68%</td><td>85%</td></tr>
<tr><td>SWD</td><td>70%</td><td>56%</td></tr>
<tr><td>Hisp.</td><td>75%</td><td>83%</td></tr>
</table>
</td>
<td></td>
<td>Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>65%</td><td>72%</td></tr>
<tr><td>A. A.</td><td>55%</td><td>64%</td></tr>
<tr><td>SED</td><td>63%</td><td>65%</td></tr>
<tr><td>SWD</td><td>64%</td><td>46%</td></tr>
<tr><td>Hisp.</td><td>64%</td><td>69%</td></tr>
</table>
</td>
<td>Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>+7</td><td>+20</td></tr>
<tr><td>A. A.</td><td>+24</td><td>+24</td></tr>
<tr><td>SED</td><td>+10</td><td>+25</td></tr>
<tr><td>SWD</td><td>+11</td><td>+15</td></tr>
<tr><td>Hisp.</td><td>+16</td><td>+19</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr>
<td>2</td>
<td>8B: Math
Local Assessment (9th-11th):
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Renaissance Report]</td>
<td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>63%</td><td>73%</td></tr>
<tr><td>A. A.</td><td>25%</td><td>79%</td></tr>
<tr><td>SED</td><td>56%</td><td>73%</td></tr>
<tr><td>SWD</td><td>58%</td><td>36%</td></tr>
<tr><td>Hisp.</td><td>62%</td><td>66%</td></tr>
</table></td>
<td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>78%</td><td>82%</td></tr>
<tr><td>A. A.</td><td>81%</td><td>80%</td></tr>
<tr><td>SED</td><td>79%</td><td>79%</td></tr>
<tr><td>SWD</td><td>68%</td><td>42%</td></tr>
<tr><td>Hisp.</td><td>81%</td><td>74%</td></tr>
</table></td>
<td></td>
<td>Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>68%</td><td>78%</td></tr>
<tr><td>A. A.</td><td>29%</td><td>84%</td></tr>
<tr><td>SED</td><td>61%</td><td>78%</td></tr>
<tr><td>SWD</td><td>63%</td><td>41%</td></tr>
<tr><td>Hisp.</td><td>67%</td><td>71%</td></tr>
</table></td>
<td>Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>+15</td><td>+9</td></tr>
<tr><td>A. A.</td><td>+56</td><td>+1</td></tr>
<tr><td>SED</td><td>+23</td><td>+6</td></tr>
<tr><td>SWD</td><td>+10</td><td>+6</td></tr>
<tr><td>Hisp.</td><td>+19</td><td>+8</td></tr>
</table></td>
</tr>
<tr>
<td>3</td>
<td>4A: ELA
SBAC (11th grade)
*% Proficient
*Difference from CA state
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Dashboard]</td>
<td>2022-2023 Dashboard Data
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>Diff from CA</th></tr>
<tr><td>All</td><td>52%</td><td>-3</td></tr>
<tr><td>A.A.</td><td>75%</td><td>+37</td></tr>
<tr><td>SED</td><td>47%</td><td>+1</td></tr>
<tr><td>SWD</td><td>14%</td><td>-3</td></tr>
<tr><td>Hisp.</td><td>46%</td><td>0</td></tr>
</table></td>
<td>2023-2024 Dashboard Data
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>Diff from CA</th></tr>
<tr><td>All</td><td>57%</td><td>+1</td></tr>
<tr><td>A.A.</td><td>67%</td><td>+28</td></tr>
<tr><td>SED</td><td>55%</td><td>0</td></tr>
<tr><td>SWD</td><td>36%</td><td>0</td></tr>
<tr><td>Hisp.</td><td>60%</td><td>+13</td></tr>
</table></td>
<td></td>
<td>Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>Diff from CA</th></tr>
<tr><td>All</td><td>57%</td><td>+2</td></tr>
<tr><td>A.A.</td><td>80%</td><td>+42</td></tr>
<tr><td>SED</td><td>52%</td><td>+4</td></tr>
<tr><td>SWD</td><td>19%</td><td>+2</td></tr>
<tr><td>Hisp.</td><td>51%</td><td>+5</td></tr>
</table></td>
<td>Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>Diff from CA</th></tr>
<tr><td>All</td><td>+5</td><td>+4</td></tr>
<tr><td>A. A.</td><td>-8</td><td>-9</td></tr>
<tr><td>SED</td><td>+8</td><td>-1</td></tr>
<tr><td>SWD</td><td>+22</td><td>+3</td></tr>
<tr><td>Hisp.</td><td>+14</td><td>+13</td></tr>
</table></td>
</tr>
</table>

<table>
<tr>
<td>4</td>
<td>4A: Math
SBAC (11th grade)
*% Proficient
*Difference from CA state
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Dashboard]</td>
<td>2022-2023 Dashboard Data
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>Diff from CA</th></tr>
<tr><td>All</td><td>19%</td><td>-9</td></tr>
<tr><td>A.A.</td><td>25%</td><td>+13</td></tr>
<tr><td>SED</td><td>13%</td><td>-3</td></tr>
<tr><td>SWD</td><td>7%</td><td>+2</td></tr>
<tr><td>Hisp.</td><td>17%</td><td>+2</td></tr>
</table></td>
<td>2023-2024 Dashboard Data
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>Diff from CA</th></tr>
<tr><td>All</td><td>26%</td><td>-2</td></tr>
<tr><td>A.A.</td><td>50%</td><td>+38</td></tr>
<tr><td>SED</td><td>25%</td><td>0</td></tr>
<tr><td>SWD</td><td>9%</td><td>0</td></tr>
<tr><td>Hisp.</td><td>20%</td><td>+3</td></tr>
</table></td>
<td></td>
<td>Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>Diff from CA</th></tr>
<tr><td>All</td><td>24%</td><td>-4</td></tr>
<tr><td>A.A.</td><td>30%</td><td>+18</td></tr>
<tr><td>SED</td><td>18%</td><td>+2</td></tr>
<tr><td>SWD</td><td>12%</td><td>+7</td></tr>
<tr><td>Hisp.</td><td>23%</td><td>+7</td></tr>
</table></td>
<td>Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>Diff from CA</th></tr>
<tr><td>All</td><td>+7</td><td>+7</td></tr>
<tr><td>A.A.</td><td>+25</td><td>+25</td></tr>
<tr><td>SED</td><td>+12</td><td>+3</td></tr>
<tr><td>SWD</td><td>+2</td><td>-2</td></tr>
<tr><td>Hisp.</td><td>+3</td><td>+1</td></tr>
</table></td>
</tr>
<tr>
<td>5</td>
<td>4E: # of students who have passed an AP Exam with 3+
[College Board]</td>
<td>22-23: 0 students</td>
<td>23-24: 0</td>
<td></td>
<td>2 students</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>4F: A-G completion %
[Dashboard]</td>
<td>22-23: 19.9%</td>
<td>23-24: 16.94%</td>
<td></td>
<td>23%</td>
<td>-3</td>
</tr>
<tr>
<td>7</td>
<td>4G: # of students who have completed a CTE Pathway
[Dashboard]</td>
<td rowspan="2">22-23: 0 students

22-23: 0%</td>
<td>23-24: 1 student</td>
<td></td>
<td>5 students</td>
<td>+1</td>
</tr>
<tr>
<td>8</td>
<td>4H: A-G and CTE Pathway completion %
[Dashboard]</td>
<td>23-24: 0%</td>
<td></td>
<td>6%</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>4I: % of students demonstrating college preparedness per the EAP
[Dashboard]</td>
<td>23-24 School Year:
ELA: 60% EAP Participation
52% Prepared

MATH: 56% EAP Participation
20% Prepared</td>
<td>23-24 School Year:
ELA: 61.29% EAP Participation
50.0% Prepared

MATH: 55.65% EAP Participation
21.74% Prepared</td>
<td></td>
<td>ELA: 66% EAP Participation
58% Prepared

MATH: 62% EAP Participation
26% Prepared</td>
<td>ELA: +1.29 Participation
-2% Prepard

MATH: -0.45 Participation
+1.26 Prepared</td>
</tr>
</table>

10	5C: Middle School Dropout Rate [SIS]	22-23: 0.08%	23-24: 0.31%		<2%	+0.23
11	5D: High School Dropout Rate [SIS]	22-23: 6.25%	23-24: 0.47%		<8%	-5.8
12	5E: Graduation Rate [Dashboard]	22-23: 88.19%	23-24: 91.13%		92%	+1.94
13	8A: Students engaged in concurrent enrollment [SIS]	137 Students	168 Students		147 students	+31
14	8A: % of students enrolled in AG core courses [SIS]	98%	96%		98%	-2
15	8A: Students participating in CTE classes	44 students	91 Students		50 students	+47

Goal Analysis for 24-25

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

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

All actions were implemented as intended, reflecting our commitment to achieving our strategic goals. A key success was meeting all our expenditures as planned and budgeted, ensuring financial responsibility and resource allocation efficiency.

Additionally, we experienced significant successes in increasing the number of students participating in concurrent enrollment and Career Technical Education (CTE) programs. These initiatives have expanded opportunities for students, contributing to their academic and career readiness.

The majority of data regarding our high school students across various subgroups indicates an increase in assessment scores, demonstrating the effectiveness of our actions in enhancing student performance.

However, we encountered a challenge when listing staff salaries for this goal, as we realized that benefits and retirement were not initially included. This led to some action items coming in slightly higher than planned. Despite this, we remain committed to addressing this issue and ensuring accurate budget planning in the future.

These successes and challenges underscore our dedication to providing high-quality educational experiences and support for all students.

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

There was not a significant difference between budgeted expenditures and estimated actual expenditures in Goal 3.

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

All actions implemented have been effective in making progress toward our goals. Properly staffing our Secondary Education Division in areas such as college and career readiness, workforce development, and high school achievement has significantly contributed to our success. This strategic focus has led to a notable increase in concurrent enrollment and Career Technical Education (CTE) students. We proudly celebrated our first student graduating from a CTE pathway, marking a major milestone.

Moreover, the majority of our high school students, particularly those in African American, Hispanic, low socioeconomic status (SES), and students with disabilities subgroups, have shown improvements in their assessment scores. This demonstrates the positive impact of our targeted initiatives.

The efforts of the secondary education staff, coupled with comprehensive professional development, have also played a critical role in boosting our graduation rate. These results highlight the effectiveness of our actions in enhancing academic outcomes and preparing students for future success.

Overall, no actions have been identified as ineffective, underscoring the success of our strategic initiatives in achieving this goal.

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

After reflecting on our prior practices and evaluating the progress made, we have determined that no changes are necessary to the planned goals, metrics, target outcomes, or actions for the coming year. The current strategies and initiatives have proven effective in achieving our objectives, and we are confident that maintaining this course will continue to support the success and growth of our students and community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College and Career Professional Development	Granite Mountain seeks to continue to professionally develop our high school leadership team and teachers in the areas of college and career opportunities for our students. In addition to professional development, we plan to increase opportunities for college fairs and career exploration. Our Secondary Education Division will focus on developing our College and Career Indicators as identified on the dashboard by increasing the number of courses offered and completed that are: 1) college credit eligible; 2) a-g approved; or 3) Advanced Placement (AP) 4)CTE Pathways.	$2,185	N
3.2	College and Career Staffing	GMCS is expanding direct support to students participating in concurrent enrollment to ensure access to this opportunity for all students, and to minimize barriers to participation. Increasing Concurrent Enrollment participation will increase the number of students who graduate with CCI preparedness, as well as improve postsecondary outcomes.	$664,637.31	Y
3.3	CTE Staffing	GMCS is refining our Workforce Development department to provide increased access and awareness of Career Technical Education to our students through 5 pathways. Through this department, each pathway will include pathway instruction, as well as partnerships with vendors, hands on opportunities, and concurrent enrollment options. Through educational partner feedback, we see the need to refine our CTE options to provide vocational expertise and knowledge for our unduplicated students to learn trades and have career success. We are also seeking opportunities and community partnerships for internships and pre-apprenticeships.	$408,106	Y
3.4	High School Achievement Staffing	In an effort to personalize successful graduation paths for every high school student, we continue to focus on increasing accessibility and efficacy of our High School Achievement department through a Multi Tiered System of Support model. Granite Mountain recognizes that we have a regular influx of transfer students to our school that are credit deficient and in danger of not graduating in four years. We also see that there is a significant percentage of our low SES students that are in danger of being credit deficient. GMCS believes our high school MTSS model will provide support for teachers and students to improve student achievement, our 4-year graduation cohort, and decrease dropout rates. GMCS has dedicated staffing to the success of this program and the success of our students struggling to meet our graduation credit threshold.	$ 731,960 Learning Recovery Emergency Block Grant	N

Goal

Goal #	Description	Type of Goal
4	Granite Mountain will prioritize the provision of focused and targeted support to students that are multilingual in order to increase outcomes for multilingual students in the areas of language acquisition and academic performance. Emphasis will also be placed on supporting the whole child through research based strategies to make content accessible, meeting social emotional needs and providing guidance to promote positive post secondary outcomes.	Focus Goal

State Priorities addressed by this goal.

2 (state standards), 3 (parent involvement), 4(pupil achievement), 7 (course access)

An explanation of why the LEA has developed this goal.

This goal was developed in response to educational partner feedback to ensure the achievement and connection of all English Learners at Granite Mountain through the tracking of data as indicated in the grouping of the goal's metrics and actions, which is also identified on the California School Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
1	2B: English Learner Access to CA and ELD standards [Local Indicators]	100%	100%		100%	0
2	3A: % participation in Multilingual Survey	31%	48%		50%	17%
3	3B: Parent Involvement in Decision Making through ELAC [ELAC Agendas]	ELAC Meetings held: 4	ELAC Meetings held: 4		4	0
4	4C: % English Learners Improving on ELPAC (ELPI) [Dashboard]	22-23: 35%	23-24: 36%		50%	+1
5	4D: EL Reclassification Rate	22-23: 0%	23:24: 2.1%		15%	+2.1

<table>
<tr>
<td>6</td>
<td>7B: % of students engaged in ELD classes and activities
[student participation]</td>
<td>25%</td>
<td>67%</td>
<td></td>
<td>55%</td>
<td>+42</td>
</tr>
<tr>
<td>7</td>
<td>8B: ELA
Local Assessment (EL):
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark</td>
<td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)
<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>55%</td><td>32%</td></tr></table></td>
<td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)
<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>67%</td><td>77%</td></tr></table></td>
<td></td>
<td><table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>58%</td><td>37%</td></tr></table></td>
<td><table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>+12</td><td>+45</td></tr></table></td>
</tr>
<tr>
<td>8</td>
<td>8B: Math
Local Assessment (EL):
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark</td>
<td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)
<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>64%</td><td>49%</td></tr></table></td>
<td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)
<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>74%</td><td>73%</td></tr></table></td>
<td></td>
<td><table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>69%</td><td>54%</td></tr></table></td>
<td><table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>+10</td><td>+24</td></tr></table></td>
</tr>
<tr>
<td>9</td>
<td>4A: ELA
SBAC (EL)
*% Proficient
*Difference from CA state</td>
<td>22-23 Dashboard Data
<table><tr><td>Sub group</td><td>% Proficient</td><td>Diff from CA</td></tr><tr><td>EL</td><td>6.9%</td><td>-2pts</td></tr></table></td>
<td>23-24 Dashboard Data
<table><tr><td>Sub group</td><td>% Proficient</td><td>Diff from CA</td></tr><tr><td>EL</td><td>16.7%</td><td>+6</td></tr></table></td>
<td></td>
<td><table><tr><td>Sub group</td><td>% Proficient</td><td>Diff from CA</td></tr><tr><td>EL</td><td>11.9%</td><td>+3pts</td></tr></table></td>
<td><table><tr><td>Sub group</td><td>+40 SGP</td><td>Diff from CA</td></tr><tr><td>EL</td><td>+9.8</td><td>+8</td></tr></table></td>
</tr>
<tr>
<td>10</td>
<td>4A: Math
SBAC (EL)
*% Proficient
*Difference from CA state</td>
<td>22-23 Dashboard Data
<table><tr><td>Sub group</td><td>% Proficient</td><td>Diff from CA</td></tr><tr><td>EL</td><td>6.9%</td><td>-5pts</td></tr></table></td>
<td>23-24 Dashboard Data
<table><tr><td>Sub group</td><td>% Proficient</td><td>Diff from CA</td></tr><tr><td>EL</td><td>16%</td><td>+5 pts</td></tr></table></td>
<td></td>
<td><table><tr><td>Sub group</td><td>% Proficient</td><td>Diff from CA</td></tr><tr><td>EL</td><td>11.9%</td><td>+1</td></tr></table></td>
<td><table><tr><td>Sub group</td><td>+40 SGP</td><td>Diff from CA</td></tr><tr><td>EL</td><td>+9.1</td><td>+10</td></tr></table></td>
</tr>
</table>

Goal Analysis for 24-25

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

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

All actions were implemented as intended, demonstrating our commitment to achieving our strategic goals. A significant success was meeting all our expenditures as planned and budgeted, reflecting prudent financial management.

We have also established a robust support system for our English Learners (ELs) through a dedicated multilingual staff, complemented by comprehensive professional development for both the Multilingual Department and teaching staff. This has enhanced the quality of instruction and support provided to EL students.

Furthermore, our translation services have significantly improved accessibility for our multilingual families, leading to increased participation in school events and English Learner Advisory Committee (ELAC) meetings. Our English Language Development (ELD) curriculum, offering both synchronous and asynchronous learning opportunities, has effectively supported our students' language acquisition.

However, we faced a challenge as the ELD curriculum expenses were lower than anticipated, resulting in an under-budget expenditure. Additionally, we continue to work towards encouraging full participation from all EL students in our offerings.

Overall, these successes and challenges highlight our ongoing efforts to provide high-quality, inclusive educational opportunities for all students

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

There was not a significant difference between budgeted expenditures and estimated actual expenditures in Goal 4.

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

All actions implemented have been effective in making significant progress toward our goals. This effectiveness is evidenced by the marked increase in both parent and student engagement, which has fostered a stronger school community and improved educational outcomes.

Our efforts have also led to an increase in the reclassification rate of our English Learners, reflecting the success of our targeted language development strategies. Additionally, we have observed a significant rise in STAR 360 assessment scores, indicating enhanced student learning and achievement across various academic areas.

The increase in CAASPP scores further demonstrates the positive impact of our strategic actions, highlighting our commitment to academic excellence and the continuous improvement of student performance. These results affirm the effectiveness of our initiatives in achieving our educational objectives and driving student success.

Overall, no actions have been identified as ineffective, underscoring the success of our strategic initiatives in achieving this goal.

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

After reflecting on our prior practices and evaluating the progress made, we have determined that no changes are necessary to the planned goals, metrics, target outcomes, or actions for the coming year. The current strategies and initiatives have proven effective in achieving our objectives, and we are confident that maintaining this course will continue to support the success and growth of our students and community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Translation Services	GMCS ensures communication is accessible to all families including English Learners. Translation services are used to translate text and materials into Spanish.	$3,000	Y
4.02	English Language Development Curriculum	Evidence based ELD curriculum is used for comprehensive academic development and instruction both synchronously and asynchronously. Destination field trips are also provided to EL students to increase accessibility to real life learning opportunities.	$5,602.00	Y
4.03	Multilingual PD	Granite Mountain invests in professional development opportunities for our multilingual staff to be trained in providing effective instruction and developing community amongst our EL families. We also offer professional development with Guest speakers and outside vendors to our staff with insight and understanding into critical areas of need for our EL students.	$7,000	Y
4.04	Multilingual Staffing	GMCS multilingual staff will be used to streamline our English Language Development and Instruction practices, as well as providing opportunities to increase school connection and overall student achievement. Our staffing is dedicated to assessing, providing intervention, monitoring RFEP, and engaging e families in community events. We also provide Case management support to teachers, to include serving as an active member of the learning plan team to ensure students have access to personalized learning options that enhance their gifts as a multilingual student.	$493,607.74	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,518,543	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.67%	0%	$0	8.67%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 6	GMCS recognizes that over 40% of our student population are identified as socioeconomically disadvantaged or foster youth, many of whom face challenges in accessing essential technology resources at home. The data gathered from our needs assessment, evidence the need for individual devices as a critical component in supporting equitable access to curriculum, assessments, intervention programs, and Special Education services. Access to devices serve as vital tools to grow student achievement and ensure access to standards-aligned instructional materials. However, a significant number of our low-income students lack consistent access to personal devices, reliable internet connectivity, and other necessary technology supports. Furthermore, our assessments indicate a continued need among EL and low SES families for a high-quality, accessible, and standards-based curriculum that incorporates appropriate scaffolds to address diverse learning needs and promote academic success.	Granite Mountain Charter School, as a non-classroom-based institution, is committed to offering personalized learning plans tailored to each student's needs. Recognizing the challenges faced by our low socioeconomic status (SES) and English Learner (EL) families, we have researched and selected online, evidence-based curricula that can be effectively accessed through school-issued devices. This strategic selection ensures that all students, regardless of their economic background, have equitable access to high-quality educational resources. By providing personalized technology to every student through our online procurement system, we address the critical need for consistent access to digital learning tools. This approach not only supports curriculum access but also facilitates engagement with standards-aligned instructional materials, assessments, and intervention programs. Implementing this on a schoolwide basis ensures that all students benefit from these resources, promoting academic success across our diverse student population. Offering these resources LEA-wide underscores our commitment to equity and inclusion, ensuring that each student has the tools necessary to succeed in a modern learning environment. This comprehensive strategy directly addresses the identified needs and supports our overarching educational goals.	GMCS will provide personalized technology that will assist all students in accessing their online curriculum, as well as Special Education services, ELD synchronous and asynchronous instruction, virtual meetings with their teacher, etc. (measured by metrics #2, #4)

Goal 1 Action 14	GMCS has identified a critical need to strengthen school connections and foster a positive school culture by actively engaging students and families through relationship-building initiatives. This need is particularly urgent given that over 39.9% of our students are socioeconomically disadvantaged and 1.1% English Learners. Among these student populations: 29% of the students who participated in Positive School Culture's offerings were unduplicated students in the 24-25 school year. To address these challenges, GMCS recognizes the importance of staffing key departments focused on enhancing student and family engagement. We also see the necessity of hosting events that promote positive school culture and community involvement. Academic performance data highlights the urgency of this need, with only 29% of socioeconomically disadvantaged students achieving proficiency in ELA and 12% in math. English Learners show even lower proficiency, with just 6.9% proficient in both ELA and math. To address these gaps, GMCS aims to staff a dedicated department that will provide all students, especially those most in need, with a wealth of experiential learning opportunities. These hands-on learning experiences are designed to enhance understanding and academic achievement, ultimately contributing to a more connected and supportive school environment.	GMCS is committed to fostering a connected and positive school culture by providing extensive opportunities for students, families, staff, and the community to build relationships and engage in hands-on learning experiences. This initiative is implemented on an LEA-wide basis to ensure all members of our school community benefit from these enriching opportunities. The Positive School Culture Department, led by a Director, Assistant Director, and Administrator, organizes activities that celebrate and educate on diversity and inclusivity. These activities are designed to enhance school culture by promoting understanding and respect among students and staff. The Community Engagement Department, comprising a Director, Assistant Director, and four Community Engagement Coordinators, facilitates connections with the broader community through initiatives such as community service projects, park days, and a community resource fair. These events provide platforms for students, families, and staff to engage with community resources and strengthen their community ties. Moreover, the Experiential Learning Department, staffed by a Director, two Assistant Directors (focusing on TK-8 and high school respectively), and two Paraprofessionals, offers students a variety of hands-on learning opportunities. These include field trips curated to align with state standards in the four core subjects, allowing students to explore real-world applications of their learning while fostering peer connections. By implementing these comprehensive programs schoolwide, GMCS ensures that all students have access to experiences that enhance learning, promote inclusivity, and build community, thereby addressing the identified needs for a strong, supportive school culture.	GMCS will survey educational partners in school climate and connection yearly to determine the percent of students that feel safe and connected. GMCS will also measure the percent of students who have access to a broad course of study and programs and services offered to unduplicated students. (measured by metrics #11, #12, #13)

Goal 1 Action 17	GMCS recognizes the critical need to support our unduplicated student population, which includes 39.9% low socioeconomic status (SES) students, 1.1% English Learners (EL), and 0.06% foster youth. To address this need, we have identified the importance of allocating funds towards field trip opportunities. These experiences are essential for removing financial and logistical barriers, thereby granting access to high-quality enrichment experiences that are vital for these students' growth. Field trips are instrumental in providing access to diverse learning environments and cultural institutions that students might not otherwise experience due to socioeconomic constraints. During the current year, participation in the Experiential Learning program included 9% of our homeless population, 8% of our low socioeconomic status population, and 14% of our multilingual students. To increase participation next year, we plan to reassure parents about the safety, supervision, and academic value of these trips. We will select accessible locations with flexible schedules, encourage personal invitations from staff, and share testimonials and photos from past trips to build interest and trust. These field trips are carefully integrated with grade-level, standards-based lesson plans, and include pre- and post-trip Zoom sessions, extension activities, and connections to art and music. For many unduplicated students, accessing museums, science centers, nature reserves, or cultural events outside of school is not feasible. By providing these field trip opportunities, we aim to level the playing field, offering experiences that their families might not be able to afford, thus supporting their academic and personal development.	The Experiential Learning department at Granite Mountain Charter School will host approximately 40 field trips in the new school year. These trips are designed to be accessible to all students through effective marketing via staff communication and the school newsletter. For the 2025-26 school year, we aim to increase school-wide participation by expanding our offerings and utilizing survey data to determine optimal locations, days, and times for these trips. By promoting these opportunities consistently, we ensure that all families have equal access to sign-up information. The decision to offer these field trips on a schoolwide basis stems from our belief that experiential, hands-on learning is beneficial for all students, not just our unduplicated student population. These experiences connect direct instruction to the real world, enhancing academic understanding, particularly for students who thrive on visual and tactile learning styles. Moreover, field trips provide opportunities for all students to connect with peers and adults in supportive, engaging settings, which can boost self-confidence and social skills. By exposing students to new environments and career paths—such as observing scientists at work, exploring universities, or attending live performances—we inspire them to envision futures they might not have considered possible. This aligns with our mission to provide comprehensive educational experiences that prepare students for diverse opportunities in the future.	GMCS will measure the percent of students that have access to a broad course of study and implementation of academic standards (measured by metric #4 an #12)

Goal 1 Action 18	GMCS identifies a critical need to provide professional development for teachers to better understand and address the needs of students experiencing homelessness, foster youth, and those in crisis. For the 2024-25 school year, GMCS is serving 146 homeless students, 143 students in crisis, and 4 foster youth. By investing in ongoing professional development focused on supporting these vulnerable groups, GMCS aims to maintain its impressively low chronic absenteeism rate of 0.2%, striving to keep it under 2%. Currently, 32% of students experiencing crisis receive academic intervention, one-on-one counseling, or Social Emotional Learning (SEL) classes with GMCS staff. Of those who participated in our 12-week crisis support program, 41% successfully exited the program. Additionally, 179 personalized resources were disseminated to support students in crisis. The GMCS homeless liaison has successfully connected 7% of homeless students to Housing and Homelessness Assistance Programs (HHAP), while 22% of homeless students have been linked to county resources for CAL programs, mental health support, dental care, food, transportation, employment, and Thanksgiving turkeys. Academically, 59% of McKinney-Vento students scored at or above grade level in language arts, and 40% in mathematics on the STAR 360 assessment. Students requiring intervention are referred to the Student Support Team for personalized tutoring. Furthermore, two GMCS seniors were referred for post-secondary scholarships, highlighting the school's commitment to supporting student advancement beyond high school. These comprehensive efforts underscore the ongoing need for targeted professional development to equip our educators with the skills necessary to effectively support our most vulnerable students and enhance their educational outcomes.	GMCS implements professional development across all staff professional development sessions, centralized meetings, and Professional Learning Communities, ensuring consistent and comprehensive training for educators and support staff. The Student Support team also benefits from specialized training through county education programs, private conferences, and seminars. These professional development opportunities cover crucial topics such as utilizing community resources for students facing food insecurity, assisting foster youth and McKinney-Vento students with FAFSA completion, and training on foster/homeless liaison responsibilities. Additionally, training focuses on wellness, supporting immigrant students, trauma-informed care, and cultural awareness and equity for homeless families. By equipping our Student Support staff with this knowledge, GMCS empowers them to assist teachers in nurturing the whole child. The techniques and methods acquired through these sessions are applied schoolwide, benefiting all students and promoting whole-child wellness throughout the school community. Providing these actions on an LEA-wide basis ensures that all staff members are prepared to address the diverse needs of our student population, fostering an inclusive and supportive educational environment that enhances student well-being and academic success.	GMCS will measure the effectiveness of their professional development to the teacher's implementation of caring for students in crisis through the percent of chronic absenteeism. (measured by metrics #8)

Goal 1 Action 19	GMCS serves a significant portion of students who are socioeconomically disadvantaged and foster youth, comprising 40% of the student body, as well as 3.3% of students identified as in crisis. With the increasing number of students experiencing crisis annually, there is a pressing need for dedicated staff to address these challenges effectively. Currently, 100% of GMCS students have access to Student Support programs. Among these, 2.5% of students participated in Wellness classes focusing on the five core competencies of social-emotional learning. Additionally, 1.5% of students have engaged in the Resiliency Roadmap course, designed to support those who have faced crises or life struggles. Close to 1% of students have participated in one-on-one counseling sessions with the general education school psychologist. GMCS also provides individualized academic supports to struggling students, particularly those designated as Special Populations. Approximately 1% of students receive one-on-one tutoring with a GMCS paraprofessional. The identified needs include expanding wellness classes to support mental and emotional health, offering additional progress monitoring to ensure academic success, and organizing crisis intervention meetings to address immediate concerns. Additionally, providing essential resources to homeless and low SES students, such as housing assistance and food security, remains a priority. By addressing these needs, GMCS aims to create a supportive environment that fosters the well-being and academic achievement of our vulnerable student populations, ensuring they have the resources and support necessary to succeed.	At Granite Mountain Charter School (GMCS), the Department of Social Emotional Learning and Student Support is integral to addressing the diverse needs of our student population on a schoolwide basis. The department comprises a Director, Student Support Administrator, Social Emotional Learning Coordinator, Student Support Coordinator, and a General Education School Psychologist. The Director oversees all programs and ensures that offerings are available to low SES students, special populations, students in crisis, and those in need of social-emotional learning. This includes providing professional development to GMCS staff focused on supporting the whole child, which is crucial for fostering a nurturing and inclusive educational environment. The Student Support Administrator provides targeted case management for McKinney-Vento students and their teachers, linking them to vital community and school resources. Additionally, the Administrator serves as the school's homeless and foster liaison, ensuring these vulnerable groups receive necessary support. The Social Emotional Learning Coordinator is responsible for teaching wellness classes accessible to all GMCS students, promoting mental and emotional well-being across the school. Meanwhile, the Student Support Coordinator assists teachers and students during crises, ensuring ongoing access to high-quality, standards-aligned instruction, curriculum, and resources. Finally, the General Education School Psychologist/Social Worker plays a crucial role in transitioning students from Tier 2 to Tier 3 support, providing one-on-one parent consultations and intervention student counseling. This comprehensive, LEA-wide approach ensures that all students have access to essential social-emotional and academic supports, aligning with our mission to address the holistic needs of our diverse student body.	GMCS will monitor the effectiveness of providing crisis and wellness staff in our subpopulation department through tracking the percent of programs and services offered to unduplicated students. As well as calculating the percent of students utilizing synchronous and asynchronous SEL curriculum options (measured by metric #13, #15)

Goal 1 Action 20	GMCS identifies a significant need to enhance support for our students, particularly English Learners and those who are socioeconomically disadvantaged. Although English Learners increased their CAASPP scores by 36.3 points, they remain 62 points below the standard, which is 40 points lower than the total student body. Similarly, socioeconomically disadvantaged students improved by 21.8 points but remained 77.2 points below standard, 55 points lower than their peers. Moreover, approximately 233 students are in non-compliance, requiring additional support. GMCS leadership has identified that teachers need more assistance with progress monitoring, compliance, and providing access to a broad course of study. Increasing staffing to offer this extra layer of support will help maintain high attendance rates and keep suspension and expulsion rates low.	Granite Mountain Charter School (GMCS) has strategically promoted and trained four Assistant Directors of Regions to provide comprehensive support to all students on an LEA-wide basis, ensuring their success. This team developed the PATH Survey to identify students' specific needs and provide targeted resources and action steps for effective learning and growth. In collaboration with our student support and secondary teams, the Assistant Directors plan to support over 30% of our total student population. The survey helps sort subpopulations using student dashboard data, allowing our Student Support Admin to deliver tailored resources. By creating achievement plans that consider special populations and potential barriers, we ensure personalized educational strategies. This proactive approach enables Assistant Directors to work closely with teachers and students to address issues before they escalate into non-compliance. As a result, only about 0.4% of our students were administratively withdrawn for non-compliance this year, with suspension and expulsion rates remaining at zero and administrative withdrawals decreasing by 50%.	GMCS will monitor the attendance rates, suspension rates, and expulsion rates to track the effectiveness of this action. (measured by metrics #7, #9, #10)

Goal 2 Action 1	GMCS serves a diverse student population, including 39.9% low socioeconomic status (SES) students, 1.1% English Learners, and 0.06% foster youth. This diversity underscores the need for enhanced support systems to boost academic achievement. Currently, 9% of students participate in the Student Study Team, and 13% engage in Tier 2 academic and speech intervention classes. These are part of a Multi-Tiered System of Supports (MTSS) framework aimed at addressing academic gaps. The MTSS provides access to supplemental platforms and research-based direct instruction, with GMCS academic coordinators tracking progress through SMART goals. In reading, 76% of students scored at or above grade level on the STAR 360 in fall 2024, a 9% increase from spring 2024, rising to 80% by spring 2025. Despite a 2% growth in "Met" scores on the SBAC ELA, "Exceeded" scores declined by 7%. In math, 75% of students were at or above grade level in both spring 2024 and fall 2025, with a slight decline to 73% in spring 2025. SBAC Math scores showed a 2.04% increase in "Met" and a 0.93% growth in "Exceeded" categories. These findings highlight the ongoing need for targeted interventions and resources to support our diverse student body in achieving academic success.	GMCS ensures that 100% of students have access to Tier 1 academic interventions through a universal digital curriculum available to all students. This curriculum offers supplemental instruction designed to address and close academic gaps across the student body, providing equitable access to essential learning resources. For students requiring more intensive support, teachers can refer them to Tier 2 live direct instruction courses in reading, writing, and math. This structured approach ensures that students receive the level of intervention needed to succeed academically. Teachers play a critical role in identifying learning gaps and assigning appropriate Tier 1 or Tier 2 supports, taking into account individual learning styles to optimize academic progress. Professional Learning Communities (PLCs) create a collaborative environment where teachers can discuss student data, identify areas of need, and develop strategies to achieve Tier 1 goals. Through these collaborations, teachers effectively utilize the universal curriculum to meet diverse student needs, ensuring comprehensive academic support on a schoolwide basis. This LEA-wide approach is designed to maximize academic gains for all students, fostering an inclusive and supportive learning environment that addresses the unique needs of every learner.	GMCS will monitor the effectiveness of theTier1 intervention services by tracking the growth of our local benchmark assessments cores and percent of students proficient (measured by metric#1,#2,#3)

Goal 2 Action 4	GMCS serves a diverse student population, with 39.9% identified as low socioeconomic status (SES), 1.1% as English Learners (EL), and 0.06% as foster youth. Local and state assessment scores indicate that proficiency levels for our low SES and EL students are below 50%, underscoring a critical need for targeted Tier 2 intervention support. To address these needs of the unduplicated students, GMCS recognizes the necessity of providing live, direct instruction in reading, math, and writing using evidence-based instructional materials and resources. This approach is designed to meet the diverse learning needs of our students and is accessible to all students requiring additional support. Students are referred to Tier 2 interventions through either the Student Support Team or their teacher. In the 2024-25 school year, 11% of students participated in Tier 2 academic interventions. Among these students, 56% met their Tier 2 reading goals, 70% achieved their Tier 2 math goals, and 48% met their writing goals, with an additional 20% demonstrating growth in writing. These interventions are essential for closing learning gaps and ensuring equitable access to educational opportunities for all GMCS students.	GMCS implements a comprehensive intervention strategy to address the diverse learning needs of students across the school. Teachers play a pivotal role in identifying students who require additional support and refer them to the Student Study Team (SST) or directly to Tier 2 intervention classes. This process ensures that students with identified learning gaps receive targeted assistance. Students participating in Tier 2 interventions have the opportunity to engage in synchronous instruction in reading, writing, and math. These sessions are held twice weekly and are designed around standards-aligned goals that are closely monitored throughout the intervention period. The use of evidence-based curriculum materials ensures that instructional strategies are effective and tailored to meet individual student needs. Learning Coaches at GMCS attend workshop sessions to enhance their instructional strategies, ensuring they are well-equipped to utilize the intervention curriculums effectively. This professional development is crucial for maintaining high-quality instruction and maximizing student outcomes. By providing access to the Tier 2 intervention curriculum, GMCS ensures that all students with learning gaps have the support they need to succeed. This LEA-wide approach underscores our commitment to fostering an inclusive educational environment where every student has the opportunity to achieve their full potential.	GMCS will monitor the effectiveness of the intervention services by tracking the percent of students meeting their tier 2 goals. (measured by metric #8)

Goal 2 Action 7	GMCS serves a diverse student population, including 39.9% low socioeconomic status (SES) students, 1.1% English Learners (EL), and 0.06% foster youth. Assessment data indicates that proficiency levels for our low SES and EL students are below 50%, highlighting a critical need for additional Tier 2 intervention support. To address these needs, GMCS staffs Intervention Coordinators who provide synchronous direct instruction twice weekly. These sessions utilize evidence-based academic materials and pedagogy tailored to effectively fill learning gaps. The availability of Tier 2 intervention support ensures that all students, regardless of background, have access to the necessary resources to improve academic performance. Additionally, our Intervention Coordinators play a vital role in supporting Recently Reclassified Fluent English Proficient (RFEP) students, helping them maintain academic growth after reclassification. This comprehensive support system is essential for promoting equitable educational opportunities and fostering success across our diverse student body.	At GMCS, the Intervention Department plays a vital role in addressing the diverse academic needs of our students across the entire Local Educational Agency (LEA). The department is composed of a collaborative team led by a Director, supported by an Assistant Director, Academic Intervention Coordinators, and Student Support Coordinators. The Director and Assistant Director are responsible for closely monitoring student achievement through the Student Support Team (SST) process and Tier 2 academic intervention sessions. Their oversight ensures that interventions are data-driven and aligned with student needs, including monitoring general education speech interventions to address language and communication challenges effectively. Academic Intervention Coordinators deliver targeted intervention classes in reading, writing, math, and speech. These classes are designed to provide evidence-based, direct instruction that addresses specific learning gaps, fostering improved academic outcomes schoolwide. Student Support Coordinators lead SST meetings and collaborate with educators to design and implement effective intervention plans tailored to each student's needs. This collaborative approach ensures that all students, regardless of their background, have access to the necessary support to enhance their academic achievement. By providing these actions on an LEA-wide basis, GMCS ensures that all students benefit from a cohesive and strategic support system designed to promote academic success and equitable learning opportunities.	GMCS monitors the effectiveness of this action through measured metrics #1-8, which contains schoolwide and subpopulation assessment scores at the local and state levels, and by tracing the percent of students meeting their Tier 2 intervention goals.

Goal 3 Action 2	GMCS recognizes the critical need to enhance support systems for students participating in concurrent enrollment programs. A significant portion of our student body, 39.9%, comes from low socioeconomic backgrounds, and 1.1% are English Learners (EL). Addressing the barriers these groups face is essential to increase their participation in concurrent enrollment opportunities, which can significantly enhance their readiness as measured by the College and Career Indicator (CCI) and improve postsecondary outcomes. One of the primary barriers identified is the enrollment process itself, which can be daunting for students. Many face challenges due to a lack of parental confidence in navigating the college application and course registration processes or in selecting appropriate courses. Additionally, motivation and self-confidence issues can deter students from taking advantage of these opportunities. Another identified barrier is the cost associated with obtaining transcripts, which can hinder some students from accessing necessary academic records. By recognizing and addressing these challenges, GMCS aims to create a more inclusive and supportive environment that facilitates increased participation in concurrent enrollment programs, ultimately contributing to better academic and career outcomes for our students.	The College and Career Readiness Department at GMCS plays a pivotal role in facilitating student success in concurrent enrollment programs. Composed of a director, assistant director, and school counselors, this team is tasked with guiding students through the selection and enrollment process for community college courses. Under the leadership of the director, the team ensures that students are aware of critical deadlines, such as registration and course add/drop dates, and provides ongoing support through twice-per-semester progress check meetings. This personalized support structure is crucial in reducing barriers for students from low socioeconomic backgrounds and English Learners, thereby increasing their participation in concurrent enrollment programs. By offering tailored assistance, the department helps demystify the enrollment process and boosts student confidence, ensuring they have the resources needed to succeed. Additionally, the College and Career Readiness Department has broadened its outreach efforts, using direct recruitment communications via email to reach all high school students. These communications emphasize the benefits of concurrent enrollment for achieving post-secondary goals, highlight the recognition students can earn through CCI preparedness—such as graduation honors, certificates, and a varsity letter—and reinforce that concurrent enrollment opportunities are accessible to all students. By enhancing students' understanding of the advantages of concurrent enrollment, the department effectively motivates all students, including those from low socioeconomic and multilingual backgrounds, promoting an inclusive message that concurrent enrollment is available for everyone. This LEA-wide initiative underscores GMCS's commitment to providing equitable educational opportunities and preparing students for future success.	GMCS will monitor the effectiveness of this action by tracking CCI indicators including, graduation rates, concurrent enrollment participation, and AG completion. These will be measured by metrics #6, #11, #12, #13

Goal 3 Action 3	GMCS has identified a critical need to enhance our Workforce Development department to increase access and awareness of Career Technical Education (CTE) among our students. This need is particularly pronounced for our 39.9% low socioeconomic status (SES) students and 1.1% English Learners, who can significantly benefit from expanded CTE offerings. To address this, GMCS plans to offer six different CTE sectors, each providing 2-3 pathway options, thereby broadening vocational training opportunities. Feedback from educational partners highlights the necessity of expanding CTE options to deliver vocational expertise and practical knowledge, equipping our unduplicated students with the skills needed for career success through engaging, hands-on instruction. Furthermore, GMCS recognizes that increasing awareness of CTE opportunities among both teachers and students is essential to boosting participation. By implementing tools to enhance student engagement and motivation, we aim to foster greater involvement in these programs, thereby supporting all students in achieving academic and career success.	The Workforce Development Department at GMCS is strategically designed to enhance Career Technical Education (CTE) offerings on an LEA-wide basis. Comprising a director, assistant director, and CTE-certified teachers, this department is dedicated to providing comprehensive pathway instruction that includes partnerships with vendors, hands-on opportunities, and concurrent enrollment options. Key initiatives include identifying effective digital learning platforms and developing an asynchronous, project-based curriculum tailored to various pathways. This ensures that students have access to diverse learning modalities. The department is also focused on establishing community partnerships to offer internships and pre-apprenticeships, particularly for pathways that are challenging to complete online. To further enrich the learning experience, the department will organize sector-based monthly field trips and industry expert presentations, providing students with real-world insights and engagement with industry professionals. Additionally, the Workforce Development Department will actively raise awareness among teachers and students through Professional Learning Communities (PLCs), school events, and digital communication tools such as weekly newsletters. To boost student engagement and motivation, the department will offer a Varsity program and recognize student achievements through awards and graduation honors. These efforts are designed to foster a schoolwide culture that values and supports CTE, ensuring that all students have access to robust educational and career opportunities that prepare them for future success.	GMCS will monitor the effectiveness of this action by tracking students enrolled in CTE classes, students that complete CTE Pathways, and students that complete AG requirements and CTE pathways. These will be measured by metrics #7, #8, #15

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 4 Action 1	GMCS serves a student population in which 1% are English Learners (EL) with a language other than English spoken at home. Currently, engagement levels among these students' families show that 38% of parents participate in education partner feedback, and 44% are actively involved in English Learner Advisory Committee (ELAC) meetings. Additionally, 55% of multilingual students are attending English Language Development (ELD) instructional classes and activities that align with state ELD standards. The identified need is to enhance parental engagement and student participation in ELD programs, ensuring comprehensive support for our English Learners by overcoming language barriers through translation services. Enhanced efforts to engage families more deeply and expand access to instructional resources are crucial to advancing the language proficiency and academic success of our multilingual students.	In response to data collected throughout the school year, the Department of Multilingual Learning at Granite Mountain Charter School (GMCS) has implemented targeted actions to enhance engagement among English Learners and their families, focusing on addressing identified needs through improved services, including continued use of translation services throughout our communication tools, resources, policies, and website. A key initiative includes the launch of a schoolwide campaign aimed at increasing student and parent engagement for the 2025-26 school year. Central to this effort is the provision of comprehensive translation services, ensuring that all communications—whether school-wide messages, board policies, or 1:1 meetings—are accessible to non-English-speaking families. This ensures clear understanding and active participation in their children's educational journeys. Additionally, the department has intensified student progress monitoring and data collection to tailor support and instruction more effectively. By leveraging translation services, the department can communicate these insights clearly to families, fostering a collaborative effort in supporting student achievement. Furthermore, enhanced support for Teachers includes active participation in Learning Plan (LP) meetings and increased direct communication with families, teachers, and support staff. Translation services are integral in facilitating meaningful conversations about student progress, ensuring that language barriers do not impede the collaborative process. Through these strategic actions and the critical role of translation services, GMCS aims to build a more inclusive and supportive educational environment, ensuring that all multilingual students and their families receive the resources and guidance necessary for success.	Staff will monitor parental engagement through educational partner surveys, ELAC engagement, and percent participation in EL activities. (measured by metrics #2, #3, #6)

Goal 4 Action 2	GMCS assigns 100% of English Learner (EL) students standards-aligned ELD curriculum and instruction, yet only 55% actively engage with it. Despite an 11.4% increase in English Learner Progress Indicators scores, our reclassification rate stands at 2%, indicating a significant need for improvement in transitioning EL students to English proficiency. Additionally, 62% of EL students scored proficient in ELA on STAR Renaissance, but none achieved proficiency on the ELA SBAC. In math, 40% of EL students scored proficient on STAR Renaissance, while only 1% did so on the SBAC. These disparities emphasize the critical need for enhanced support in core academics and continued ELD instruction to improve overall student outcomes and reclassification rates.	The Multilingual Department at GMCS is dedicated to enhancing English Language Development (ELD) for our English Learners through a comprehensive ELD curriculum. This curriculum offers both synchronous and asynchronous instructional methods, destination classes, and park days, all utilizing evidence-based and standards-aligned materials. These programs are designed to address the identified need for improved engagement and academic performance among English Learners. Enhanced progress monitoring is integrated into the curriculum to track and support student advancement, which has proven effective in increasing academic achievement. Students participating in synchronous instructional classes are assigned at-home activities that reinforce ELD standards using the evidence-based curriculum. This approach ensures that ELD standards support the academic language necessary for success in ELA and math grade-level standards, thereby addressing critical language and academic needs across the student population.	GMCS Multilingual Staff will closely monitor student achievement in both English Language Development as well as student achievement in reading and math, while also working toward a positive reclassification percent. (measured by metrics #4, #5, #6, #7, #8, #9, #10)
Goal 4 Action 3	GMCS has successfully increased English Learner (EL) engagement by 30% and improved STAR ELA scores to 62% proficiency. However, we continue to face challenges with less than 50% student achievement in both SBAC ELA and Math, as well as STAR Math. To foster continued growth for our EL students, it is essential to provide focused and high-quality instruction through dedicated teaching and support staff. Additionally, we need to offer training opportunities for staff to enhance their instructional effectiveness and build strong community connections with our EL families.	The Multilingual Department at GMCS is committed to enhancing the quality of instruction for English Learners (ELs) through targeted multilingual professional development for teachers. Staff members participate in conferences such as CAC and county webinars to acquire the latest, research-based ELD instructional strategies. This knowledge is then disseminated schoolwide through professional development sessions for all GMCS staff, ensuring consistent and effective teaching practices. Additionally, the Multilingual Department conducts workshops for parents and Learning Coaches, focusing on best practices within the independent learning environment. These workshops are designed to build a strong community among EL families, fostering collaboration and support. By equipping both educators and families with effective strategies, GMCS addresses the need for improved EL instruction and community engagement on an LEA-wide basis.	GMCS Multilingual Staff will engage in professional development opportunities provided through outside vendors, as having outside speakers provide professional development to our general education teachers on how to increase engagement and achievement of English Learners. (measured by metrics #1-10)

Goal 4 Action 4	GMCS recognizes that English Learner (EL) engagement is currently at 55%, with achievement below 50% in all areas except for STAR ELA, which stands at 62%. To promote growth and further increase engagement among our EL population, there is a critical need to allocate dedicated staff to strengthen the infrastructure of our English Language Development (ELD) program. This will enable the delivery of high-quality, evidence-based instruction and provide opportunities to enhance school connectedness and overall student achievement.	GMCS has strategically enhanced multilingual staffing to address the specific needs of our English Learners (ELs). The dedicated staff within the Multilingual Department are pivotal in providing comprehensive support and instruction. This team, comprising a director, assistant director, coordinator, and paraprofessional, delivers both synchronous and asynchronous ELD instruction tailored to student needs. The multilingual staff are responsible for assessing EL students, monitoring the progress of Recently Reclassified Fluent English Proficient (RFEP) students, and engaging with families and GMCS staff to ensure cohesive support. They participate in community events, host destination classes and educational park days, and facilitate instructional and ELPAC workshops to enhance educational outcomes. Additionally, they conduct English Learner Advisory Committee (ELAC) meetings to foster communication and collaboration with EL families. This robust staffing model is designed to provide targeted, high-quality support across the LEA, ensuring that EL students receive the necessary resources and opportunities to succeed academically and socially.	Multilingual staff will be dedicated to tracking data, providing intervention, personally inviting families to events and engaging in educational partner feedback, and be another layer of support to progress monitoring achievement in ELA and math for English Learners. (measured by metrics #1-10)

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

Not Applicable

Additional Concentration Grant Funding

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

Not Applicable

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	[12:4393]	
Staff-to-student ratio of certificated staff providing direct services to students	[283:4393]	

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 46,615,523	$ 4,316,177	9.259%	0.000%	9.259%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$45,769,334.63	$ 731,960	$ -	$ -	$ 46,501,294.63	$ 36,674,355	$ 9,826,938

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Facility Repairs		No	Schoolwide	N/A	All	Ongoing	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
1	2	Office/ Warehouse Lease		No	Schoolwide	N/A	All	Ongoing	$ -	$ 205,397	$ 205,397	$ -	$ -	$ -	$ 205,397	0.000%
1	3	Adopted Curriculum		No	Schoolwide	N/A	All	Ongoing	$ -	$ 242,220	$ 242,220	$ -	$ -	$ -	$ 242,220	0.000%
1	4	Professional Development through Curriculum Admin Staff		No	Schoolwide	N/A	All	Ongoing	$ 820,976	$ -	$ 820,976	$ -	$ -	$ -	$ 820,976	0.000%
1	5	Staff Supported Technology and Equipment		No	Schoolwide	N/A	All	Ongoing	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
1	6	Student Technology	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ -	$ 475,000	$ 475,000	$ -	$ -	$ -	$ 475,000	0.000%
1	7	Certificated Staffing: Administrators and Teachers		No	Schoolwide	N/A	All	Ongoing	$ 23,344,196		$ 23,344,196	$ -	$ -	$ -	$23,344,196	0.000%
1	8	Classified Staffing		No	Schoolwide	N/A	All	Ongoing	$ 4,412,900	$ -	$ 4,412,900	$ -	$ -	$ -	$ 4,412,900	0.000%
1	9	Instructional Services		No	Schoolwide	N/A	All	Ongoing	$ -	$ 4,500,000	$ 4,500,000	$ -	$ -	$ -	$ 4,500,000	0.000%
1	10	Student Life and Athletics Clubs and Electives Staff		No	Schoolwide	N/A	All	Ongoing	$ 1,292,759	$ -	$ 1,292,759	$ -	$ -	$ -	$ 1,292,759	0.000%
1	11	Assessment Facility Rentals		No	Schoolwide	N/A	All	Ongoing	$ -	$ 8,000	$ 8,000	$ -	$ -	$ -	$ 8,000	0.000%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	12	Additional Instructional Curriculum		No	Schoolwide	N/A	All	Ongoing	$ -	$ 2,000,000	$ 2,000,000	$ -	$ -	$ -	$ 2,000,000	0.000%
1	13	Instructional Materials and Supplies		No	Schoolwide	N/A	All	Ongoing	$ -	$ 1,500,000	$ 1,500,000	$ -	$ -	$ -	$ 1,500,000	0.000%
1	14	Positive School Culture/ Community Engagement/ Experiential Learning staff		Yes	Schoolwide	All	All	Ongoing	$ 1,284,862	$ -	$ 1,284,862	$ -	$ -	$ -	$ 1,284,862	0.000%
1	15	Community Events		No	Schoolwide	N/A	All	Ongoing	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
1	16	Communication		No	Schoolwide	N/A	All	Ongoing	$ -	$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
1	17	Field Trips		Yes	Schoolwide	All	All	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
1	18	Crisis/Foster Youth/ Homeless Professional Development	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ -	$ 13,000	$ 13,000	$ -	$ -	$ -	$ 13,000	0.000%
1	19	Crisis and Wellness Staffing	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ 646,838	$ -	$ 646,838	$ -	$ -	$ -	$ 646,838	0.000%
1	20	Regional Assistant Directors		Yes	Schoolwide	All	All	Ongoing	$ 525,000	$ -	$ 525,000	$ -	$ -	$ -	$ 525,000	0.000%
2	1	Universal Curriculum	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ -	$ 198,177	$ 198,178	$ -	$ -	$ -	$ 198,178	0.000%
2	2	Renaissance Suite		No	Schoolwide	N/A	All	Ongoing	$ -	$ 109,544	$ 109,544	$ -	$ -	$ -	$ 109,544	0.000%
2	3	Student Achievement Professional Development		No	Schoolwide	N/A	All	Ongoing	$ -	$ 7,055	$ 7,055	$ -	$ -	$ -	$ 7,055	0.000%
2	4	Intervention Curriculum		Yes	Schoolwide	All	All	Ongoing	$ -	$ 15,307	$ 15,307	$ -	$ -	$ -	$ 15,307	0.000%
2	5	Tutor.com Contract		No	Schoolwide	N/A	All	Ongoing	$ -	$ 53,100	$ 53,100	$ -	$ -	$ -	$ 53,100	0.000%
2	6	Learning Ally		No	Schoolwide	N/A	All	Ongoing	$ -	$ 3,599	$ 3,599	$ -	$ -	$ -	$ 3,599	0.000%
2	7	Intervention/ SST Staffing		Yes	Schoolwide	All	All	Ongoing	$ 1,631,857	$ -	$ 1,631,857	$ -	$ -	$ -	$ 1,631,857	0.000%
2	8	Nearpod for ELA/Math/ Science		No	Schoolwide	N/A	All	Ongoing	$ -	$ 6,400	$ 6,400	$ -	$ -	$ -	$ 6,400	0.000%
3	1	College and Career Professional Development		No	Schoolwide	N/A	All	Ongoing	$ -	$ 5,880	$ 5,880	$ -	$ -	$ -	$ 5,880	0.000%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	2	College and Career Staffing	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ 379,669	$ -	$ 379,669	$ -	$ -	$ -	$ 379,669	0.000%
3	3	CTE Staffing		Yes	Schoolwide	All	All	Ongoing	$ 394,931	$ -	$ 394,931	$ -	$ -	$ -	$ 394,931	0.000%
3	4	High School Achievement Staffing		No	Schoolwide	N/A	All	Ongoing	$ 1,423,976	$ -	$ 692,016	$731,960	$ -	$ -	$ 1,423,976	0.000%
4	1	Translation Services	English Learner	Yes	Limited	All	All	Ongoing	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
4	2	English Language Development Curriculum	English Learner	Yes	Limited	All	All	Ongoing	$ -	$ 10,800	$ 10,800	$ -	$ -	$ -	$ 10,800	0.000%
4	3	Multilingual PD	English Learner	Yes	Limited	All	All	Ongoing	$ -	$ 4,460	$ 4,460	$ -	$ -	$ -	$ 4,460	0.000%
4	4	Multilingual Staffing	English Learner	Yes	Limited	All	All	Ongoing	$ 516,391	$ -	$ 516,391	$ -	$ -	$ -	$ 516,391	0.000%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$46,615,523	$ 4,316,177	9.259%	0.000%	9.259%	$ 6,249,292	0.000%	13.406%	Total:	$ 6,249,292
								LEA-wide Total:	$ -
								Limited	$ 534,651
								Schoolwide Total:	$ 5,714,641

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	Facility Repairs	No	Schoolwide		All	$ -	0.000%
1	2	Office/ Warehouse Lease	No	Schoolwide		All	$ -	0.000%
1	3	Adopted Curriculum	No	Schoolwide		All	$ -	0.000%
1	4	Professional Development through Curriculum Admin Staff	No	Schoolwide		All	$ -	0.000%
1	5	Staff Supported Technology and Equipment	No	Schoolwide		All	$ -	0.000%
1	6	Student Technology	Yes	Schoolwide	All	All	$ 475,000	0.000%
1	7	Certificated Staffing: Administrators and Teachers	No	Schoolwide		All	$ -	0.000%
1	8	Classified Staffing	No	Schoolwide		All	$ -	0.000%
1	9	Instructional Services	No	Schoolwide		All	$ -	0.000%
1	10	Student Life and Athletics Clubs and Electives Staff	No	Schoolwide		All	$ -	0.000%

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	11	Assessment Facility Rentals	No	Schoolwide		All	$ -	0.000%
1	12	Additional Instructional Curriculum	No	Schoolwide		All	$ -	0.000%
1	13	Instructional Materials and Supplies	No	Schoolwide		All	$ -	0.000%
1	14	Positive School Culture/ Community Engagement/ Experiential Learning staff	Yes	Schoolwide	All	All	$ 1,284,862	0.000%
1	15	Community Events	No	Schoolwide		All	$ -	0.000%
1	16	Communication	No	Schoolwide		All	$ -	0.000%
1	17	Field Trips	Yes	Schoolwide	All	All	$ 150,000	0.000%
1	18	Crisis/Foster Youth/ Homeless Professional Development	Yes	Schoolwide	All	All	$ 13,000	0.000%
1	19	Crisis and Wellness Staffing	Yes	Schoolwide	All	All	$ 646,838	0.000%
1	20	Regional Assistant Directors	Yes	Schoolwide	All	All	$ 525,000	0.000%
2	1	Universal Curriculum	Yes	Schoolwide	All	All	$ 198,178	0.000%
2	2	Renaissance Suite	No	Schoolwide		All	$ -	0.000%
2	3	Student Achievement Professional Development	No	Schoolwide		All	$ -	0.000%
2	4	Intervention Curriculum	Yes	Schoolwide	All	All	$ 15,307	0.000%
2	5	Tutor.com Contract	No	Schoolwide		All	$ -	0.000%
2	6	Learning Ally	No	Schoolwide		All	$ -	0.000%
2	7	Intervention/ SST Staffing	Yes	Schoolwide	All	All	$ 1,631,857	0.000%
2	8	Nearpod for ELA/Math/ Science	No	Schoolwide		All	$ -	0.000%
3	1	College and Career Professional Development	No	Schoolwide		All	$ -	0.000%
3	2	College and Career Staffing	Yes	Schoolwide	All	All	$ 379,669	0.000%
3	3	CTE Staffing	Yes	Schoolwide	All	All	$ 394,931	0.000%
3	4	High School Achievement Staffing	No	Schoolwide		All	$ -	0.000%

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 (%)
4	1	Translation Services	Yes	Limited	All	All	$ 3,000	0.000%
4	2	English Language Development Curriculum	Yes	Limited	All	All	$ 10,800	0.000%
4	3	Multilingual PD	Yes	Limited	All	All	$ 4,460	0.000%
4	4	Multilingual Staffing	Yes	Limited	All	All	$ 516,391	0.000%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$46,501,294.63	$ 51,554,555.02

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved	Last Year's Planned Expenditures	Estimated Actual Expenditures (Input Total Funds)
1	1	Facility Repairs	No	$ 1,000	$ 1,167
1	2	Office/ Warehouse Lease	No	$ 205,397	$ 205,398
1	3	Adopted Curriculum	No	$ 242,220	$ 290,932
1	4	Professional Development through Curriculum Admin Staff	No	$ 820,976	$ 781,004
1	5	Staff Supported Technology and Equipment	No	$ 100,000	$ 126,127
1	6	Student Technology	Yes	$ 475,000	$ 512,363
1	7	Certificated Staffing: Administrators and Teachers	No	$ 23,344,196	$ 26,444,227
1	8	Classified Staffing	No	$ 4,412,900	$ 4,867,815
1	9	Instructional Services	No	$ 4,500,000	$ 5,350,000
1	10	Student Life and Athletics Clubs and Electives Staff	No	$ 1,292,759	$ 1,426,117
1	11	Assessment Facility Rentals	No	$ 8,000	$ 8,227
1	12	Additional Instructional Curriculum	No	$ 2,000,000	$ 1,550,859
1	13	Instructional Materials and Supplies	No	$ 1,500,000	$ 1,588,794
1	14	Positive School Culture/ Community Engagement/ Experiential Learning staff	Yes	$ 1,284,862	$ 1,356,651
1	15	Community Events	No	$ 15,000	$ 13,734
1	16	Communication	No	$ 200,000	$ 276,837
1	17	Field Trips	Yes	$ 150,000	$ 273,386
1	18	Crisis/Foster Youth/ Homeless Professional Development	Yes	$ 13,000	$ 14,301

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved	Last Year's Planned Expenditures	Estimated Actual Expenditures (Input Total Funds)
1	19	Crisis and Wellness Staffing	Yes	$ 646,838	$ 689,147
1	20	Regional Assistant Directors	Yes	$ 525,000	$ 542,347
2	1	Universal Curriculum	Yes	$ 198,178	$ 220,254
2	2	Renaissance Suite	No	$ 109,544	$ 120,049
2	3	Student Achievement Professional Development	No	$ 7,055	$ 7,935
2	4	Intervention Curriculum	Yes	$ 15,307	$ 10,689
2	5	Tutor.com Contract	No	$ 53,100	$ 49,500
2	6	Learning Ally	No	$ 3,599	$ 3,599
2	7	Intervention/ SST Staffing	Yes	$ 1,631,857	$ 1,735,118
2	8	Nearpod for ELA/Math/ Science	No	$ 6,400	$ 6,400
3	1	College and Career Professional Development	No	$ 5,880	$ 6,282
3	2	College and Career Staffing	Yes	$ 379,669	$ 682,519
3	3	CTE Staffing	Yes	$ 394,931	$ 540,144
3	4	High School Achievement Staffing	No	$ 1,423,976	$ 1,249,208
4	1	Translation Services	Yes	$ 3,000	$ 2,700
4	2	English Language Development Curriculum	Yes	$ 10,800	$ 4,248
4	3	Multilingual PD	Yes	$ 4,460	$ 5,530
4	4	Multilingual Staffing	Yes	$ 516,391	$ 590,945

2024-2025 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)
$ -	$ 6,249,292	$ 7,180,343	$ (931,050)	0.000%	0.000%	0.000% - 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	Facility Repairs	No	$ -	$ -	0.000%	0.000%
1	2	Office/ Warehouse Lease	No	$ -	$ -	0.000%	0.000%
1	3	Adopted Curriculum	No	$ -	$ -	0.000%	0.000%
1	4	Professional Development through Curriculum Admin Staff	No	$ -	$ -	0.000%	0.000%
1	5	Staff Supported Technology and Equipment	No	$ -	$ -	0.000%	0.000%
1	6	Student Technology	Yes	$ 475,000	$ 512,363.00	0.000%	0.000%
1	7	Certificated Staffing: Administrators and Teachers	No	$ -	$ -	0.000%	0.000%
1	8	Classified Staffing	No	$ -	$ -	0.000%	0.000%
1	9	Instructional Services	No	$ -	$ -	0.000%	0.000%
1	10	Student Life and Athletics Clubs and Electives Staff	No	$ -	$ -	0.000%	0.000%
1	11	Assessment Facility Rentals	No	$ -	$ -	0.000%	0.000%
1	12	Additional Instructional Curriculum	No	$ -	$ -	0.000%	0.000%
1	13	Instructional Materials and Supplies	No	$ -	$ -	0.000%	0.000%

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	14	Positive School Culture/ Community Engagement/ Experiential Learning staff	Yes	$ 1,284,862	$ 1,356,651.25	0.000%	0.000%
1	15	Community Events	No	$ -	$ -	0.000%	0.000%
1	16	Communication	No	$ -	$ -	0.000%	0.000%
1	17	Field Trips	Yes	$ 150,000	$ 273,386.00	0.000%	0.000%
1	18	Crisis/Foster Youth/ Homeless Professional Development	Yes	$ 13,000	$ 14,300.93	0.000%	0.000%
1	19	Crisis and Wellness Staffing	Yes	$ 646,838	$ 689,146.95	0.000%	0.000%
1	20	Regional Assistant Directors	Yes	$ 525,000	$ 542,346.77	0.000%	0.000%
2	1	Universal Curriculum	Yes	$ 198,178	$ 220,254.40	0.000%	0.000%
2	2	Renaissance Suite	No	$ -	$ -	0.000%	0.000%
2	3	Student Achievement Professional Development	No	$ -	$ -	0.000%	0.000%
2	4	Intervention Curriculum	Yes	$ 15,307	$ 10,688.77	0.000%	0.000%
2	5	Tutor.com Contract	No	$ -	$ -	0.000%	0.000%
2	6	Learning Ally	No	$ -	$ -	0.000%	0.000%
2	7	Intervention/ SST Staffing	Yes	$ 1,631,857	$ 1,735,118.28	0.000%	0.000%
2	8	Nearpod for ELA/Math/ Science	No	$ -	$ -	0.000%	0.000%
3	1	College and Career Professional Development	No	$ -	$ -	0.000%	0.000%
3	2	College and Career Staffing	Yes	$ 379,669	$ 682,519.44	0.000%	0.000%
3	3	CTE Staffing	Yes	$ 394,931	$ 540,143.52	0.000%	0.000%
3	4	High School Achievement Staffing	No	$ -	$ -	0.000%	0.000%
4	1	Translation Services	Yes	$ 3,000	$ 2,700.00	0.000%	0.000%
4	2	English Language Development Curriculum	Yes	$ 10,800	$ 4,247.62	0.000%	0.000%
4	3	Multilingual PD	Yes	$ 4,460	$ 5,530.25	0.000%	0.000%
4	4	Multilingual Staffing	Yes	$ 516,391	$ 590,945.41	0.000%	0.000%

2024-2025 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)
$ -	$ -	0.000%	0.000%	$ 7,180,343	0.000%	0.000%	$ -	0.000%

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$52,093,418	$ 4,518,543	8.674%	0.000%	8.674%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$53,417,374	$ 731,960	$ -	$ -	$ 54,149,334.23	$ 41,675,719	$ 12,473,616

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Facility Repairs		No	Schoolwide	N/A	All	Ongoing	$ -	$ 38,000	$ 38,000	$ -	$ -	$ -	$ 38,000	0.000%
1	2	Office/Warehouse Lease		No	Schoolwide	N/A	All	Ongoing	$ -	$ 206,775	$ 206,775	$ -	$ -	$ -	$ 206,775	0.000%
1	3	Adopted Curriculum		No	Schoolwide	N/A	All	Ongoing	$ -	$ 615,422	$ 615,422	$ -	$ -	$ -	$ 615,422	0.000%
1	4	Professional Development through Curriculum Admin Staff		No	Schoolwide	N/A	All	Ongoing	$ 857,403	$ -	$ 857,403	$ -	$ -	$ -	$ 857,403	0.000%
1	5	Staff Supported Technology and Equipment		No	Schoolwide	N/A	All	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
1	6	Student Technology	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ -	$ 700,000	$ 700,000	$ -	$ -	$ -	$ 700,000	0.000%
1	7	Certificated Staffing: Administrators and Teachers		No	Schoolwide	N/A	All	Ongoing	$ 27,997,143	$ -	$ 27,997,143	$ -	$ -	$ -	$ 27,997,143	0.000%
1	8	Classified Staffing		No	Schoolwide	N/A	All	Ongoing	$ 4,436,433	$ -	$ 4,436,433	$ -	$ -	$ -	$ 4,436,433	0.000%
1	9	Instructional Services		No	Schoolwide	N/A	All	Ongoing	$ -	$ 6,200,000	$ 6,200,000	$ -	$ -	$ -	$ 6,200,000	0.000%
1	10	Student Life and Athletics Clubs and Electives Staff		No	Schoolwide	N/A	All	Ongoing	$ 1,787,197	$ -	$ 1,787,197	$ -	$ -	$ -	$ 1,787,197	0.000%
1	11	Assessment Facility Rentals		No	Schoolwide	N/A	All	Ongoing	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
1	12	Additional Instructional Curriculum		No	Schoolwide	N/A	All	Ongoing	$ -	$ 2,150,000	$ 2,150,000	$ -	$ -	$ -	$ 2,150,000	0.000%
1	13	Instructional Materials and Supplies		No	Schoolwide	N/A	All	Ongoing	$ -	$ 1,700,000	$ 1,700,000	$ -	$ -	$ -	$ 1,700,000	0.000%
1	14	Positive School Culture/Community Engagement/Experiential Learning staff		Yes	Schoolwide	All	All	Ongoing	$ 1,053,746	$ -	$ 1,053,746	$ -	$ -	$ -	$ 1,053,746	0.000%
1	15	Community Events		No	Schoolwide	N/A	All	Ongoing	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
1	16	Communication		No	Schoolwide	N/A	All	Ongoing	$ -	$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	17	Field Trips		Yes	Schoolwide	All	All	Ongoing	$ -	$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
1	18	Crisis/Foster Youth/Homeless Professional Development	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ -	$ 7,000	$ 7,000	$ -	$ -	$ -	$ 7,000	0.000%
1	19	Crisis and Wellness Staffing	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ 878,968	$ -	$ 878,968	$ -	$ -	$ -	$ 878,968	0.000%
1	20	Regional Assistant Directors		Yes	Schoolwide	All	All	Ongoing	$ 668,678	$ -	$ 668,678	$ -	$ -	$ -	$ 668,678	0.000%
2	1	Universal Curriculum	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ -	$ 92,843	$ 92,843	$ -	$ -	$ -	$ 92,843	0.000%
2	2	Renaissance Suite		No	Schoolwide	N/A	All	Ongoing	$ -	$ 118,274	$ 118,274	$ -	$ -	$ -	$ 118,274	0.000%
2	3	Student Achievement Professional Development		No	Schoolwide	N/A	All	Ongoing	$ -	$ 7,000	$ 7,000	$ -	$ -	$ -	$ 7,000	0.000%
2	4	Intervention Curriculum		Yes	Schoolwide	All	All	Ongoing	$ -	$ 13,204	$ 13,204	$ -	$ -	$ -	$ 13,204	0.000%
2	5	Tutor.com Contract		No	Schoolwide	N/A	All	Ongoing	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
2	6	Learning Ally		No	Schoolwide	N/A	All	Ongoing	$ -	$ 3,599	$ 3,599	$ -	$ -	$ -	$ 3,599	0.000%
2	7	Intervention/SST Staffing		Yes	Schoolwide	All	All	Ongoing	$ 1,697,839	$ -	$ 1,697,839	$ -	$ -	$ -	$ 1,697,839	0.000%
2	8	Nearpod for ELA/Math/Science		No	Schoolwide	N/A	All	Ongoing	$ -	$ 3,712	$ 3,712	$ -	$ -	$ -	$ 3,712	0.000%
3	1	College and Career Professional Development		No	Schoolwide	N/A	All	Ongoing	$ -	$ 2,185	$ 2,185	$ -	$ -	$ -	$ 2,185	0.000%
3	2	College and Career Staffing	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ 664,637	$ -	$ 664,637	$ -	$ -	$ -	$ 664,637	0.000%
3	3	CTE Staffing		Yes	Schoolwide	All	All	Ongoing	$ 408,106	$ -	$ 408,106	$ -	$ -	$ -	$ 408,106	0.000%
3	4	High School Achievement Staffing		No	Schoolwide	N/A	All	Ongoing	$ 731,960	$ -		$ 731,960	$ -	$ -	$ 731,960	0.000%
4	1	Translation Services	English Learner	Yes	Limited	All	All	Ongoing	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
4	2	English Language Development Curriculum	English Learner	Yes	Limited	All	All	Ongoing	$ -	$ 5,602	$ 5,602	$ -	$ -	$ -	$ 5,602	0.000%
4	3	Multilingual PD	English Learner	Yes	Limited	All	All	Ongoing	$ -	$ 7,000	$ 7,000	$ -	$ -	$ -	$ 7,000	0.000%
4	4	Multilingual Staffing	English Learner	Yes	Limited	All	All	Ongoing	$ 493,608	$ -	$ 493,608	$ -	$ -	$ -	$ 493,608	0.000%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year	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,	Totals by Type	Total LCFF Funds
$ 52,093,418	$ 4,518,543	8.674%	0.000%	8.674%	$ 6,896,415	0.000%	13.239%	**Total:**	$ 6,896,415
								LEA-wide	$ -
								Limited	$ 509,210
								Schoolwide	$ 6,385,020

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF	Planned Percentage of Improved Services (%)
1	1	Facility Repairs	No	Schoolwide		All	$ -	0.000%
1	2	Office/Warehouse Lease	No	Schoolwide		All	$ -	0.000%
1	3	Adopted Curriculum	No	Schoolwide		All	$ -	0.000%
1	4	Professional Development through Curriculum Admin Staff	No	Schoolwide		All	$ -	0.000%
1	5	Staff Supported Technology and Equipment	No	Schoolwide		All	$ -	0.000%
1	6	Student Technology	Yes	Schoolwide	All	All	$ 700,000	0.000%
1	7	Certificated Staffing: Administrators and Teachers	No	Schoolwide		All	$ -	0.000%
1	8	Classified Staffing	No	Schoolwide		All	$ -	0.000%
1	9	Instructional Services	No	Schoolwide		All	$ -	0.000%
1	10	Student Life and Athletics Clubs and Electives Staff	No	Schoolwide		All	$ -	0.000%
1	11	Assessment Facility Rentals	No	Schoolwide		All	$ -	0.000%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF	Planned Percentage of Improved Services (%)
1	12	Additional Instructional Curriculum	No	Schoolwide		All	$ -	0.000%
1	13	Instructional Materials and Supplies	No	Schoolwide		All	$ -	0.000%
1	14	Positive School Culture/Community Engagement/Experiential Learning staff	Yes	Schoolwide	All	All	$ 1,053,746	0.000%
1	15	Community Events	No	Schoolwide		All	$ -	0.000%
1	16	Communication	No	Schoolwide		All	$ -	0.000%
1	17	Field Trips	Yes	Schoolwide	All	All	$ 200,000	0.000%
1	18	Crisis/Foster Youth/Homeless Professional Development	Yes	Schoolwide	All	All	$ 7,000	0.000%
1	19	Crisis and Wellness Staffing	Yes	Schoolwide	All	All	$ 878,968	0.000%
1	20	Regional Assistant Directors	Yes	Schoolwide	All	All	$ 668,678	0.000%
2	1	Universal Curriculum	Yes	Schoolwide	All	All	$ 92,843	0.000%
2	2	Renaissance Suite	No	Schoolwide		All	$ -	0.000%
2	3	Student Achievement Professional Development	No	Schoolwide		All	$ -	0.000%
2	4	Intervention Curriculum	Yes	Schoolwide	All	All	$ 13,204	0.000%
2	5	Tutor.com Contract	No	Schoolwide		All	$ -	0.000%
2	6	Learning Ally	No	Schoolwide		All	$ -	0.000%
2	7	Intervention/SST Staffing	Yes	Schoolwide	All	All	$ 1,697,839	0.000%
2	8	Nearpod for ELA/Math/Science	No	Schoolwide		All	$ -	0.000%
3	1	College and Career Professional Development	No	Schoolwide		All	$ 2,185	0.000%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF	Planned Percentage of Improved Services (%)
3	2	College and Career Staffing	Yes	Schoolwide	All	All	$ 664,637	0.000%
3	3	CTE Staffing	Yes	Schoolwide	All	All	$ 408,106	0.000%
3	4	High School Achievement Staffing	No	Schoolwide		All	$ -	0.000%
4	1	Translation Services	Yes	Limited	All	All	$ 3,000	0.000%
4	2	English Language Development Curriculum	Yes	Limited	All	All	$ 5,602	0.000%
4	3	Multilingual PD	Yes	Limited	All	All	$ 7,000	0.000%
4	4	Multilingual Staffing	Yes	Limited	All	All	$ 493,608	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 54,149,334.23	$ -

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	Facility Repairs	No	$ 38,000	$ -
1	2	Office/Warehouse Lease	No	$ 206,775	$ -
1	3	Adopted Curriculum	No	$ 615,422	$ -
1	4	Professional Development through Curriculum Admin Staff	No	$ 857,403	$ -
1	5	Staff Supported Technology and Equipment	No	$ 150,000	$ -
1	6	Student Technology	Yes	$ 700,000	$ -
1	7	Certificated Staffing: Administrators and Teachers	No	$ 27,997,143	$ -
1	8	Classified Staffing	No	$ 4,436,433	$ -
1	9	Instructional Services	No	$ 6,200,000	$ -
1	10	Student Life and Athletics Clubs and Electives Staff	No	$ 1,787,197	$ -
1	11	Assessment Facility Rentals	No	$ 15,000	$ -
1	12	Additional Instructional Curriculum	No	$ 2,150,000	$ -
1	13	Instructional Materials and Supplies	No	$ 1,700,000	$ -
1	14	Positive School Culture/Community Engagement/Experiential Learning staff	Yes	$ 1,053,746	$ -
1	15	Community Events	No	$ 15,000	$ -
1	16	Communication	No	$ 200,000	$ -
1	17	Field Trips	Yes	$ 200,000	$ -

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	18	Crisis/Foster Youth/Homeless Professional Development	Yes	$ 7,000	$ -
1	19	Crisis and Wellness Staffing	Yes	$ 878,968	$ -
1	20	Regional Assistant Directors	Yes	$ 668,678	$ -
2	1	Universal Curriculum	Yes	$ 92,843	$ -
2	2	Renaissance Suite	No	$ 118,274	$ -
2	3	Student Achievement Professional Development	No	$ 7,000	$ -
2	4	Intervention Curriculum	Yes	$ 13,204	$ -
2	5	Tutor.com Contract	No	$ 20,000	$ -
2	6	Learning Ally	No	$ 3,599	$ -
2	7	Intervention/SST Staffing	Yes	$ 1,697,839	$ -
2	8	Nearpod for ELA/Math/Science	No	$ 3,712	$ -
3	1	College and Career Professional Development	No	$ 2,185	$ -
3	2	College and Career Staffing	Yes	$ 664,637	$ -
3	3	CTE Staffing	Yes	$ 408,106	$ -
3	4	High School Achievement Staffing	No	$ 731,960	$ -
4	1	Translation Services	Yes	$ 3,000	$ -
4	2	English Language Development Curriculum	Yes	$ 5,602	$ -
4	3	Multilingual PD	Yes	$ 7,000	$ -
4	4	Multilingual Staffing	Yes	$ 493,608	$ -

2025-2026 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)
$ -	$ 6,894,230	$ -	$ 6,894,230	0.000%	0.000%	0.000% - 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	Facility Repairs	No	$ -	$ -	0.000%	0.000%
1	2	Office/Warehouse Lease	No	$ -	$ -	0.000%	0.000%
1	3	Adopted Curriculum	No	$ -	$ -	0.000%	0.000%
1	4	Professional Development through Curriculum Admin Staff	No	$ -	$ -	0.000%	0.000%
1	5	Staff Supported Technology and Equipment	No	$ -	$ -	0.000%	0.000%

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	6	Student Technology	Yes	$ 700,000		0.000%	0.000%
1	7	Certificated Staffing: Administrators and Teachers	No	$ -	$ -	0.000%	0.000%
1	8	Classified Staffing	No	$ -	$ -	0.000%	0.000%
1	9	Instructional Services	No	$ -	$ -	0.000%	0.000%
1	10	Student Life and Athletics Clubs and Electives Staff	No	$ -	$ -	0.000%	0.000%
1	11	Assessment Facility Rentals	No	$ -	$ -	0.000%	0.000%
1	12	Additional Instructional Curriculum	No	$ -	$ -	0.000%	0.000%
1	13	Instructional Materials and Supplies	No	$ -	$ -	0.000%	0.000%
1	14	Positive School Culture/Community Engagement/Experientia l Learning staff	Yes	$ 1,053,746		0.000%	0.000%
1	15	Community Events	No	$ -	$ -	0.000%	0.000%
1	16	Communication	No	$ -	$ -	0.000%	0.000%
1	17	Field Trips	Yes	$ 200,000		0.000%	0.000%
1	18	Crisis/Foster Youth/Homeless Professional Development	Yes	$ 7,000		0.000%	0.000%

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	19	Crisis and Wellness Staffing	Yes	$ 878,968		0.000%	0.000%
1	20	Regional Assistant Directors	Yes	$ 668,678		0.000%	0.000%
2	1	Universal Curriculum	Yes	$ 92,843		0.000%	0.000%
2	2	Renaissance Suite	No	$ -	$ -	0.000%	0.000%
2	3	Student Achievement Professional Development	No	$ -	$ -	0.000%	0.000%
2	4	Intervention Curriculum	Yes	$ 13,204		0.000%	0.000%
2	5	Tutor.com Contract	No	$ -	$ -	0.000%	0.000%
2	6	Learning Ally	No	$ -	$ -	0.000%	0.000%
2	7	Intervention/SST Staffing	Yes	$ 1,697,839		0.000%	0.000%
2	8	Nearpod for ELA/Math/Science	No	$ -	$ -	0.000%	0.000%
3	1	College and Career Professional Development	No	$ -	$ -	0.000%	0.000%
3	2	College and Career Staffing	Yes	$ 664,637		0.000%	0.000%
3	3	CTE Staffing	Yes	$ 408,106		0.000%	0.000%
3	4	High School Achievement Staffing	No	$ -	$ -	0.000%	0.000%
4	1	Translation Services	Yes	$ 3,000		0.000%	0.000%

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)
4	2	English Language Development Curriculum	Yes	$ 5,602		0.000%	0.000%
4	3	Multilingual PD	Yes	$ 7,000		0.000%	0.000%
4	4	Multilingual Staffing	Yes	$ 493,608		0.000%	0.000%

2025-2026 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)
$ -	$ -	0.000%	0.000%	$ -	0.000%	0.000%	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *o* As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

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

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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