

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
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Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

Granite Mountain Charter School was established in the 2019-2020 school year and is a tuition-free public charter school offering personalized student learning in grades TK through 12. We received our WASC accreditation in our first year of operation. We currently serve a 3188 student population that includes 40% Socio-economically disadvantaged students, 2% English Learners, less than 2% Foster Youth, and 16% students with disabilities. 65% of our students reside in San Bernardino County with the remaining students in the surrounding counties of Riverside, Los Angeles, Orange, Kern, and Inyo.

We offer multiple educational programs and individualized instruction to help address individual learning needs; while partnering with parents in a homeschool environment. Under the direction of appropriately credentialed teachers, students complete an independent study program that is centered on the California State Standards. We also offer a wide variety of standards-based vendor programs to support learning goals of all students.

The mission of Granite Mountain Charter School is to develop the individual gifts of students in San Bernardino County and adjacent counties to become proficient in Common Core State Standards and become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished in a personalized environment that fosters successful achievement through quality, personalized, standards-based education, which could include online coursework, offline textbook work, and unique, hands-on, and experiential learning experiences, facilitated in partnership with students, parents, staff, and community.

We have created schoolwide programs to target individual student needs. We implemented a virtual learning program focused on all core subjects that served K-8th grade students in the 2020-21 school year. Our plan is to expand this program in the 2021-22 school year to include high school offerings that are A-G and include core subjects and electives for credit. We have also recognized the need for increased school-sponsored student life opportunities in our student population and have developed virtual clubs and Trailblazer classes that

include cooking, spanish, health/fitness classes, National Honors Society, photography, anime and more for all grade levels. Our goal is to increase these offerings and community events in the 2021-22 school year.

Granite Mountain's Schoolwide Learner Outcomes are S.O.L.I.D. : **S**elf-directed scholars, **O**utcome-oriented, **L**eaders in a diverse society, **I**nspired innovators, **D**igitally proficient

Reflections: Successes

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

Since Granite Mountain's establishment as an independently operating charter school in the 2019-2020 school year, we have focused on our local data for our successes. We successfully assessed TK-11th grade students in the Renaissance STAR 360 platform with a completion rate of 93%. 85% of our student population scored 'At or Above' grade level on this platform in reading. 100% of Granite Mountain Students have access to standards-aligned instructional materials. Parent and family engagement was prioritized to provide multiple, in-person monthly community opportunities for parents and families before the pandemic and virtual meetings during the pandemic. We regularly sought stakeholder feedback from both staff and parents to refine our offerings and communication efforts. We currently do not have California School Dashboard data due to being a new school in the 2019-2020 school year and the data suppression that was experienced due to the COVID-19 pandemic. Granite Mountain also did not have a senior graduate population in the 2019-20 school year, and therefore, did not have a graduation rate identified on the dashboard.

Reflections: Identified Need

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

Since Granite Mountain's establishment in the 2019-2020 school year, we have been focusing on our local data for identified needs. When analyzing our local assessment data, we can see the need to increase our Math scores across all grade levels. We currently have 65% of our students At/Above grade level. We know that due to the pandemic, we need to continually focus on our students' reading achievement levels and continually identify students in need of intervention.

As an independent study school, we have seen an increased number of high school students transferring to our school late in their high school career that are credit deficient and at risk. With this in mind, we recognize a need to increase our AG eligible students and college entrance students, as well as CTE pathways completion rate to bring focus and concentration to career paths for our students. We are continuing to focus on increasing our 4-year graduation cohort and decreasing our 5 year graduation cohort due to credit deficient transfers.

Our English Learner population is increasing and we see a need for increasing EL student achievement. Of our 61 EL students, 25 students are actively participating in our virtual intervention classes. We see the need to increase our intervention numbers in order to increase our reclassification rate and increase student achievement of English Learners.

LCAP Highlights

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

Granite Mountain’s goals are based upon providing high quality standards-based instruction for all students, with an emphasis on prioritizing the achievement of our subgroup populations. We seek to provide tiered support to meet the needs of struggling students, raise academic achievement levels, and attend to their social/emotional needs. Our goal for our high school population is to stabilize our 4 year graduation rate. This is a highlight due to the increase of transfer students into our school that are credit deficient. We have seen a need to focus on these students and have developed a Student Success program to establish additional support for all credit deficient students. We have also placed an emphasis on improving our multilingual achievement through intervention and parent engagement through improving our services by meeting with each English Learner family to reflect and set goals. We seek to improve our opportunities to provide stakeholder engagement, including staff, parents, students, and community members.

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.

Granite Mountain has not been identified for Comprehensive Support and Improvement by the CDE.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Granite Mountain Charter School values and encourages stakeholder feedback to shape our school's future. Through the use of Parent Community Groups, including our Multilingual Community Group, we seek feedback from parents and guardians about our goals and reflection of our current practices. In addition to the parent groups, we also use surveys to solicit robust feedback from students, parents, and staff members. Survey results and community group feedback is coded for themes and presented to our staff for further analysis, discussion, and feedback. These results and discussions help to provide the information needed to draft our final LCAP.

On January 21st, 2021, two Parent Community Groups were held at 10am and 3pm via virtual setting. Parents met with Regional Directors to discuss potential LCAP goals and how they felt they were appropriate for our school. Feedback and interaction were encouraged and discussion amongst parents and staff members occurred.

On January 20th, 2021, we held a virtual meeting with our English Learner Parents. Parents met with staff members, including our English Learner Coordinator and discussed potential LCAP goals and how they felt they were appropriate for our school. Feedback and interaction were encouraged and discussion amongst parents and staff members occurred. Parents discussed how much they enjoyed the virtual intervention classes.

On February 15th, 2021, a student survey and parent survey were sent to all parents and students 3rd-12th grade. The survey solicited feedback of how our school is serving students and families, and requested feedback of their needs and requests for our school to better serve them.

On February 16th, 2021, a parent survey was sent to all English Learner families that requested feedback on curriculum, intervention services, and allowed families to inform us of any needs they may have so we can better serve them.

On February 16th, 2021 a staff survey was sent out to all staff members, both classified and certificated. The survey included the potential LCAP goals that were developed from previous feedback and an opportunity for staff members to reflect on if the goal was appropriate for our school and feedback of needs of the school.

On February 26th, Staff met in regional teams to discuss the themes from the survey results from all stakeholders to help narrow down goals and identify actions.

A summary of the feedback provided by specific stakeholder groups.

We sought feedback from our students, parents, EL community, and staff members as a part of our stakeholder analysis. Below are the themes that were found in each group:

Students: The majority of the students' feedback strongly agreed that they were provided a well-rounded education with all the necessary materials to support their education. They feel safe and supported and are taught the grade level state standards through a variety of assignments in core and elective courses. Students would like to see more in person opportunities, educational field trips, and student engagement opportunities.

Parents: The majority of parents' feedback strongly agreed that their students were provided all of the materials and learning tools necessary to establish a well-rounded education for their children. They believe that GMCS has effectively prepared their children for the next grade level. Parents also felt they were supported in enrichment opportunities, intervention services, and their high school students were for a variety of college/career paths. Parent input suggests that they would like more in person opportunities, educational field trips, vendor options, college fairs, SEL opportunities, and more guidance on curriculum options.

EL Community: We have learned that under 50% of our EL community are utilizing our multilingual intervention opportunities. Under 50% of those participating in feedback are interested in community opportunities. Parent input suggests that they would like to receive their curriculum orders faster.

Staff: Themes revolving around staff stakeholder feedback include professional development on aligning state standards, curriculum options, and interventions. They would like to see more virtual live comprehensive classes for K-12, more parent workshops, more high school staff to support high school students, regional parent/student engagement opportunities, EL engagement opportunities, EL workshops, and more bilingual materials.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of stakeholder input, Granite Mountain is working to incorporate new departments such as a Multilingual department to enhance EL student achievement and community engagement, a Crisis/subpopulations and student wellness department, a Student Success department focusing on credit deficient high school students, a College and Career department to facilitate post high school opportunities are in the hands of all high school students, the development of a Student Life department to increase student engagement, continuing our Family Relations department to increase family engagement, expanding our virtual learning department to incorporate a-g high school virtual learning classes, expanding our curriculum department to ensure staff and parents have resources and training necessary to improve student achievement and incorporate CTE opportunities, and increasing our intervention opportunities to capture learning loss for all students.

Goals and Actions

Goal

Goal #	Description
1	<p>To ensure students receive access to high-quality instruction through Standards aligned materials, assessment, and intervention. To increase the effectiveness and impact to promote opportunities to apply knowledge in a broad course of study through an independent study structure that is provided under the supervision of a certificated teacher.</p> <p>[State Priorities Addressed: 1 Basic Services, 2 Implementation State Standards, 7 Course Access]</p>

An explanation of why the LEA has developed this goal.

As an independent study charter, our focus is to make sure that our students have access to standards aligned materials to increase academic achievement through both local indicators and statewide assessments, all under the direction and supervision of a credentialed teacher.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed in the subject areas & for the pupils they are teaching	100%				100%
Every student has access to standards aligned instructional materials.	100%				100%
Facilities are maintained and in good repair	100%				100%
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard	N/A - Granite Mountain’s first CA Dashboard data will be published in 21-22				100%
Programs and services developed provided to	100%				100%

individuals with exceptional needs					
Student Access to Broad Course of Study (i.e., Spanish, Art, Physical Education)	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Lucerne Facility Repairs	Our Lucerne Valley facilities are used to assess students, house curriculum, records, and print shop. Regular maintenance is provided yearly.	\$5,000	N
1.02	Office lease	Our office provides a location for in-person professional development for teachers, houses our technology department, and is our main hub for shipping and receiving.	\$116,841	N
1.03	Universal Curriculum	All Granite Mountain students have access to the following curriculum: Reading Eggs Math Seeds/Mathletics Study Island BrainPop IXL TPT	\$276,937	Y
1.04	Adopted Curriculum	Granite Mountain pre-purchased curriculum that has been researched and determined as being solid academic options to meet students learning modalities for textbook, online, or virtual-live instruction. These options include textbook McGraw Hill , online Edgenuity, and our own Granite Mountain Virtual Learning program.	\$234,232	N
1.05	Professional Development on Curriculum	Granite Mountain provides their staff with professional development opportunities to learn more about universal and adopted curriculum by curriculum vendors and our curriculum team. This professional development focuses on familiarizing the teachers with the curriculum to best suit individual student learning needs and filling learning gaps. (**Total funds are reflected in Action 1.04)	**	N
1.06	Staff Supported Technology	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, and supportive technology.	\$117,200	N
1.07	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,	\$732,285	Y

		procures, and maintains all technology needs school-wide including our unduplicated students. Our devices include laptops, tablets, printers, headphones, and computer mice.		
1.08	Certificated staffing: Administrators and Teachers	We have a total of 190 staff members which comprises teachers and administrators that run a full comprehensive, programmatic school that meets the needs of our diverse students and families.	\$16,897,971	N
1.09	Classified Staffing	GMCS employs 35 classified staff members that provide support in human resources, records, ordering, office management, logistics, and business services.	\$2,760,604	N
1.10	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 three times a year to measure academic growth and determine intervention needs and qualifying students. It also includes Freckle Math and ELA used for Tier 1 Intervention, MyOn Reader which provides a 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 suite.	\$105,398	N
1.11	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. This allows for GMCS students to personalize learning while catering to their academic and career interests.	\$3,700,000	N
1.12	Student Life Clubs and Electives	GMCS provides a robust set of virtual clubs and electives to provide a broad course of study to students. Within these classes, students are provided materials and resources to enhance their learning experience.	\$85,000	N
1.13	Assessment	As a non-classroom-based school, we rent locations for our SBAC assessment 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.	\$13,500	N

Goal

Goal #	Description
2	<p>All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments and course grades.</p> <p>[State Priorities Addressed: 2 State Standards, 4 Pupil Achievement]</p>

An explanation of why the LEA has developed this goal.

Granite Mountain Charter School recognizes that our learners have a variety of achievement levels in English/Language Arts. As a new school, we desire to lay the foundation of using our local indicators and future SBAC assessment data to drive instruction to increase our student achievement and meet the needs of our Tk-12th grade students in ELA.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment (TK-2): Renaissance STAR 360 At/Above Benchmark English/Language Arts	68% All Students 36% Hispanic 62% African American 63% SED				70% All Students 40% Hispanic 65% African American 65% SED
Local Assessment (3-8): Renaissance STAR 360 At/Above Benchmark English/Language Arts	69% All Students 37% Hispanic 62% African American 63% SED				70% All Students 40% Hispanic 65% African American 65% SED
SBAC Grades 3-8 Meets/Exceeds English/Language Arts	N/A - Granite Mountain's first CA Dashboard data will be published in 21-22				55% All Students 40% Hispanic 55% African American 60% SED
Local Assessment (9-11): Renaissance STAR 360 At/Above Benchmark English/Language Arts	69% All Students 37% Hispanic 62% African American 63% SED				70% All Students 40% Hispanic 65% African American 65% SED
SBAC Grade 11 Meets/Exceeds English/Language Arts	N/A - Granite Mountain's first CA Dashboard data will be published in 21-22				50% All Students 40% Hispanic 55% African American

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	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. This professional development is provided through GMCS and Renaissance staff (**Total funds are reflected in Action 1.10)	**	N
2.02	ELA Intervention Curriculum	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 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.	\$3,506	Y
2.03	Tutoring Services - ELA	In-house ELA instructional materials, resources, and tutoring will be implemented school wide. We will also provide access to ELA tutoring services through our contracted educational consultants.	\$1,000	Y
2.04	Freckle Reading & Learning Ally	GMCS utilizes online platforms such as Freckle Reading and Learning Ally to support students in closing learning gaps and increasing student achievement on local and statewide assessments in ELA.	\$2,500	N
2.05	ELA Intervention Staffing	GMCS provides 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 2 direct instruction to fill learning gaps and individualized academic needs. Our coordinators also assist our RFEP EL students maintain academic growth after reclassifying	\$263,279	Y

Goal

Goal #	Description
3	<p>All students will demonstrate growth towards meeting or exceeding standards for Mathematics and Science and growth in proficiency as demonstrated through local formative assessments and course grades.</p> <p>[State Priorities Addressed: 2 State Standards, 4 Pupil Achievement]</p>

An explanation of why the LEA has developed this goal.

Granite Mountain Charter School recognizes that our learners have a variety of achievement levels in mathematics and science. As a new school, we desire to lay the foundation of using our local indicators and future SBAC assessment data to drive instruction to increase our student achievement and meet the needs of our students in math and science in our students TK-12.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment (TK-2): Renaissance STAR 360 At/Above Benchmark Mathematics	68% All Students 36% Hispanic 58% African American 64% SED				70% All Students 40% Hispanic 60% African American 65% SED
Local Assessment (3-8): Renaissance STAR 360 At/Above Benchmark Mathematics	68% All Students 36% Hispanic 58% African American 64% SED				70% All Students 40% Hispanic 60% African American 65% SED
SBAC Grades 3-8 Meets/Exceeds Mathematics	N/A - Granite Mountain's first CA Dashboard data will be published in 21-22				25% All Students 15% Hispanic 15% African American 15% SED
Local Assessment (9-11): Renaissance STAR 360 At/Above Benchmark Mathematics	68% All Students 36% Hispanic 58% African American 64% SED				70% All Students 40% Hispanic 60% African American 65% SED
SBAC Grade 11 Meets/Exceeds Mathematics	N/A - Granite Mountain's first CA Dashboard data will be published in 21-22				25% All Students 15% Hispanic 15% African American 15% SED
CAST Grades 5, 8, 11 Meets/Exceeds	N/A - Granite Mountain's first CA Dashboard data will be published in 21-22				25% All Students 15% Hispanic 15% African American

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Student Achievement Professional Development - Mathematics	GMCS places focus on professionally developing our teachers to analyze assessment data, recognize learning gaps, and utilizing tier 1 and 2 supports in Mathematics to increase student achievement. This professional development is provided through GMCS and Renaissance staff. (**Total funds are reflected in Action 1.10)	**	N
3.02	Intervention Curriculum Math	Intervention Coordinators provide weekly instruction in Math as tier 2 support to our students in need of intervention based on their local benchmark scores and daily assignments. Evidence Based materials and resources in math are used to meet the learning needs of students that are involved in the Student Study Team process.	\$1,794	Y
3.03	Tutoring Services - Math	In-house math instructional materials, resources, and tutoring will be implemented school wide. We will also provide access to math tutoring services through our contracted educational consultants.	\$1,000	Y
3.04	Math Intervention Staffing	GMCS provides virtual direct instruction through our intervention coordinators in the area of Math. This contributes toward our EL, FY, and Low SES community to have a system in place to provide tier 2 direct instruction to fill learning gaps and individualized academic needs. Our coordinators also assist our RFEP EL students maintain academic growth after reclassifying.	\$122,957	Y
3.05	Freckle Math	GMCS utilizes online platforms such as Freckle Math to support students in closing learning gaps and increasing student achievement on local and statewide assessments in Math. (**Total funds are reflected in Action 1.10)	**	N
3.06	Science Resources	Science instructional materials and resources will be offered through virtual clubs and classes within our Student Life department to enhance learning through hands-on approaches.	\$1,000	N

Goal

Goal #	Description
4	<p>Provide appropriate tiered supports that promote increased positive social/emotional development for all students, while engaging all stakeholders including students, parents, staff, and community through increased communication, collaboration, and transparency.</p> <p>[State Priorities Addressed: 3 Parental Involvement, 5 Pupil Engagement, 6 School Climate, 7 Course of Study]</p>

An explanation of why the LEA has developed this goal.

In response to the COVID-19 crisis, we saw the need to focus on our students' and staffs' social/emotional well-being and development. Through our stakeholder feedback, we also recognized the need to provide community opportunities for our students and parents to engage and collaborate as a Granite Mountain family. We see the need to establish transparency through increased communication between staff and all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement in Decision Making through Parent Advisory Committee	Parent Advisory Committee formed in 2020-21				Conduct minimum of 4 Parent Advisory Committee Meetings
Attendance Rates	99.93%				99%
Chronic Absenteeism Rate	0%				<2%
Middle School Dropout Rate	0%				<2%
High School Dropout Rate	0%				<2%
Suspension Rate	0%				<2%
Expulsion Rate	0%				<2%
Student Surveys	15% student survey responses (3rd - 12th gr)				20% student survey responses
Parent Surveys	34% parent survey responses				40% parent survey responses
Staff Surveys	49% staff survey responses				55% staff survey responses

Programs and services developed and provided to unduplicated students	100%				100%
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Actions

Action #	Title	Description	Total Funds	Contributing
4.01	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.	\$5,000	N
4.02	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.	\$165,466	N
4.03	Crisis and Student Wellness	Granite Mountain contracts with Global Teletherapy to provide general education 1:1 behavioral services and group student wellness classes to students in crisis and tier 1 speech intervention support.	\$130,000	Y
4.04	Field Trips	GMCS offers a wide variety of field trips to students to engage and increase student engagement through hands-on learning and experiences.	\$350,000	N
4.05	Parent Workshops	Parent workshops are provided to families to engage parents and increase understanding in curriculum, events, programs, assessment, and intervention through GMCS staff. (**Total funds are reflected in Action 1.08)	**	N
4.06	Crisis/Foster Youth/Homeless Professional Development and resources	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.	\$1,000	Y
4.07	Crisis Staffing	Through the pandemic, GMCS has recognized an increased need to assist our families that are struggling emotionally and behaviorally. This 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 the department we are supporting students’ school wide as well with their crisis needs.	\$232,314	Y

Goal

Goal #	Description
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5	Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rates and College and Career Readiness. [State Priorities Addressed: 2 State Standards, 4 Pupil Achievement, 7 Course Access, 8 Other Pupil Outcomes]
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An explanation of why the LEA has developed this goal.

We recognize that our student population is diverse with a variety of post-secondary goals. We would like to partner with our students to achieve these goals through various College and Career offerings to maximize our graduation rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	N/A - Granite Mountain’s first CA Dashboard data will be published in 21-22				98%
Students enrolled in AG Core classes	95% in AG core classes				98% in AG core classes
Graduates meeting CSU/UC requirements	N/A - Granite Mountain’s first CA Dashboard data will be published in 21-22				40%
“Prepared” for College/Career (EAP ELA & Math)	N/A - Granite Mountain’s first CA Dashboard data will be published in 21-22				40%
Students who pass an AP exam with score of 3 or better	1 student (19-20 data)				3 students
Students who engage in concurrent enrollment	85 students				90 students

Actions

Action #	Title	Description	Total Funds	Contributing
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5.01	College and Career	Materials/Resources to implement staff training and student/parent workshops related to college and career readiness, including financial aid and college application workshops. Increase opportunities for college fairs and career exploration. Increase the number of courses offered and completed that are: 1) college credit eligible; 2) a-g approved; or 3) Advanced Placement (AP).	\$2,000	N
5.02	Student Success Professional Development and Consultation	We have received an influx of transfer students to our school that are credit deficient and in danger of not graduating in four years with a significant percentage of low ses students that are included as credit deficient. Incorporation of the Student Success/credit recovery program to provide support for teachers and students to improve student achievement, our 4-year graduation cohort, and decrease dropout rates. We have also contracted with a consultant to help develop this department in its foundational year and also to assist in professional development of our staff in regards to techniques to come alongside credit deficient students.	\$9,000	Y
5.03	Student Success Staffing	We have received an influx of transfer students to our school that are credit deficient and in danger of not graduating in four years with a significant percentage of low ses students that are included as credit deficient. Incorporation of the Student Success/credit recovery program to 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.	\$580,894	Y
5.04	CTE Engagement	GMCS seeks to increase access and the number of CTE Pathways. This includes partnerships with vendors and staff development more about College Career Indicators and exploration of ways to integrate CTE Pathways. (**Total funds are reflected in Action 1.08)	**	N

Goal

Goal #	Description
6	To increase EL student achievement through assessment and intervention. [State Priorities: 2 State Standards, 4 Pupil Achievement, 7 Course Access]

An explanation of why the LEA has developed this goal.

We saw our increasing English Learner population and determined there was a need to serve this subgroup through increased parent engagement opportunities, targeted assessment, and intervention. Our goal is to increase EL achievement through these means.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate	17.3% reclassified				>20% Reclassification
ELPAC: English Learner Progress Indicator - Well Developed	N/A - Granite Mountain's first CA Dashboard data will be published in 21-22				50% making progress towards English language proficiency "High"
SBAC Meets/Exceeds English/Language Arts - EL 3rd-8th	N/A - Granite Mountain's first CA Dashboard data will be published in 21-22				25% Met/Exceeded 40% Nearly 35% Not Met
SBAC Meets/Exceeds English/Language Arts - EL 11th	N/A - Granite Mountain's first CA Dashboard data will be published in 21-22				25% Met/Exceeded 40% Nearly 35% Not Met
SBAC Meets/Exceeds Mathematics - EL 3rd-8th	N/A - Granite Mountain's first CA Dashboard data will be published in 21-22				25% Met/Exceeded 40% Nearly 35% Not Met
SBAC Meets/Exceeds Mathematics - EL 11th	N/A - Granite Mountain's first CA Dashboard data will be published in 21-22				25% Met/Exceeded 40% Nearly 35% Not Met
CAST - EL 5th, 8th, HS	N/A - Granite Mountain's first CA Dashboard data will be published in 21-22				25% Met/Exceeded 40% Nearly 35% Not Met

Actions

Action #	Title	Description	Total Funds	Contributing
6.01	Translation Services	GMCS ensures communication is accessible to all families including English Learners. Translation services are used to translate text and materials into Spanish.	\$2,500	Y
6.02	EL Curriculum	Evidence based ELD curriculum is used for intervention classes and all EL students have access to BrainPop ELL	\$7,188	Y
6.03	Multilingual PD	Professional development with Guest speakers and outside vendors provides GMCS staff with insight and understanding into critical areas of need for our EL students.	\$1,000	Y
6.04	ELPAC testing materials	Materials purchased to allow for proper proctoring of state assessment.	\$200	Y
6.05	Multilingual Staffing	Granite Mountain’s English Learner community is increasing in our second year of operation. We realized the need to establish an entire department to meet the needs of our EL students and parents in community and academics. Our staffing is dedicated to assessing, providing intervention, monitoring RFEP, and engaging the families in community events.	\$365,028	Y

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9%	\$2,730,202

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

After assessing the needs, conditions, and circumstances of our low socioeconomic students, we have learned that the need for 1:1 devices is instrumental in accessing curriculum, assessments, and intervention. It is necessary to increase student achievement and accessibility to standards aligned materials, however, many of our low economic students do not have access to personal devices and technology necessities. In addition to not having readily accessible technology, we have observed that EL and Low SES families needed streamlined standards-based curriculum options that were easily accessible and provided in a format that scaffolded to meet their educational needs. Being a non-classroom-based school, with student-centered curriculum choice, Granite Mountain realizes that our many curriculum options can be overwhelming to our unduplicated students. We felt it was beneficial to our Low SES and EL families to have access on their school provided technology devices to our universal curriculum that is a bundle of online, standards-based curriculum subscriptions. Through a needs assessment, we also discovered that 36% of socioeconomic students did not meet or exceed standards in our local benchmark assessments in both reading and math, and 16% of our high school students are credit deficient and at

risk for not graduating in their four year cohort. Lastly, assessing the needs, conditions, and circumstances of our low socioeconomic students, we have seen an increased need for behavioral support for our homeless and families in crisis.

In order to address the conditions of our low socioeconomic students and English Learners, and provide accessibility to standards-aligned materials, we have implemented the availability of 1:1 technology devices to alleviate the financial burden that comes with online learning and curriculum access as noted in Goal 1, Action 1.07. In addition to providing technology devices, we also implemented the use of our Universal Curriculum, which is an online bundle subscription package that is easy to use, standards aligned curriculum. These simplified options alleviate the stress of the many curriculum choices that are offered to our students and are hand selected with our low ses and EL students in mind. This is noted in Goal 1, Action 1.03 After analyzing our benchmark data and discovering 36% of our low ses students were scoring below standards, we put a comprehensive plan in action to provide Math and ELA tutoring through educational consultants and also targeted tutoring with direct virtual instruction with our ELA and Math intervention coordinators. Using Evidence based curriculum and data driven techniques, our intervention staff are seeking to provide accessible tutoring to help our low ses students increase their assessment scores, fill learning gaps, and drive academic success as noted in Goal 2, Action 2.02, 2.03, 2.05, and Goal 3, Action 3.02, 3.03, 3.04. With 16% of our low socioeconomic students' credit deficient and at risk of not graduating, we recognized the need for a new department in our school to rectify this concern and increase graduation rates amongst these unduplicated students. We are staffing and implementing a new Student Success department that is designed to focus on developing strategic plans for students that transfer to our school that are credit deficient and for current students that are at risk of becoming credit deficient. In addition to developing accessible curriculum, frequent meetings, and additional staff to provide oversight and encouragement to these students, we have also contracted with a consultant to help our school build a solid foundation for this new department as noted in Goal 5, Action 5.02, 5.03. In order to address the conditions of behavioral support needs for homeless/low socioeconomic families in crisis, we have also developed a new department to provide these families with caring and nurturing staff members that seek to provide emotional development and practical resources to help students and families. Within this department we have staff that monitors crisis surveys that indicate when a family is in need, we staff a social worker that provides wellness classes to students to learn healthy habits, and we contract with a behavioral vendor to provide 1:1 and group behavioral support that is identified as a need during the SST process. We are also providing professional development to our staff to understand and be equipped to meet the educational, social, and emotional needs of our homeless students and families in crisis as noted in Goal 4, Actions 4.03, 4.06, 4.07.

These actions are being provided on a school-wide basis and we expect that 100% of our students will have technology devices with standards aligned materials. We also expect that students that have not met/or exceeded grade level standard assessments or are in need of behavioral support will benefit from these additions to our programs. However, because the actions we listed meet the needs of most of our low socioeconomically disadvantaged students, we expect to see a significant increase in their assessment scores, as well as the general student population.

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

Granite Mountain will be increasing and improving our services directed toward our English Learners and Low Socioeconomic students by 9%. GMCS plans to increase and improve services for our English learners by increasing the development and focus of our Multilingual Department. We plan to improve our services by meeting with every English learner family and developing a goal plan that includes reflection on ELPAC scores, an intervention plan, and goal setting for reclassification. By growing this new department and expanding staffing in this department, Granite Mountain is increasing services to our English Learners. By meeting with each family individually, this will improve services by assessing the needs of our EL students personally, and establishing goals to be successful in intervention, statewide assessments, and reclassification. This will also increase services because it will allow us to personally set a plan for each student which will increase family engagement and student participation in our programs and services.

Granite Mountain seeks to increase and improve services to our low-income students by seeking out student technology needs and accessibility and professionally developing our staff on crisis and student achievement analysis/intervention. By ensuring that all low-income students have 1:1 devices and internet access, we will improve our student's access to standards aligned materials and allow for virtual intervention classes to improve student achievement. We are also implementing a new Student Success department that will focus on credit deficient high school students which will increase services for our low socioeconomic students. We will improve services by developing curriculum that will help our low ses students feel successful, boost credits, and graduate on time. We will also be providing weekly meetings with

students to keep them on track toward graduation. These measures will also increase services for low-income students because our staff will be more aware of how to adequately identify and support our low-income students that are struggling academically, socially, and emotionally.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.