

## LCFF Budget Overview for Parents Template

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

CDS Code: 36 75051 0139188

School Year: 2021 – 22

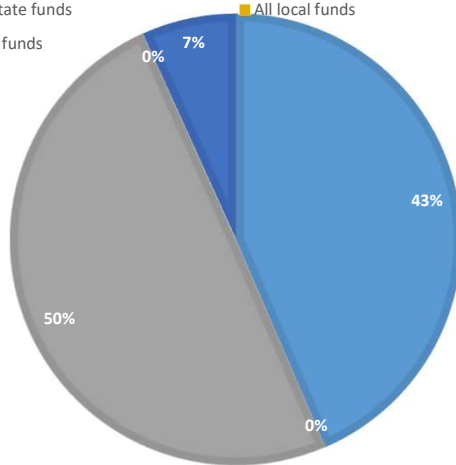
LEA contact information: Brook MacMillan [brook@granitemountainschool.com](mailto:brook@granitemountainschool.com)

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 2021 – 22 School Year

#### PROJECTED REVENUE BY FUND SOURCE

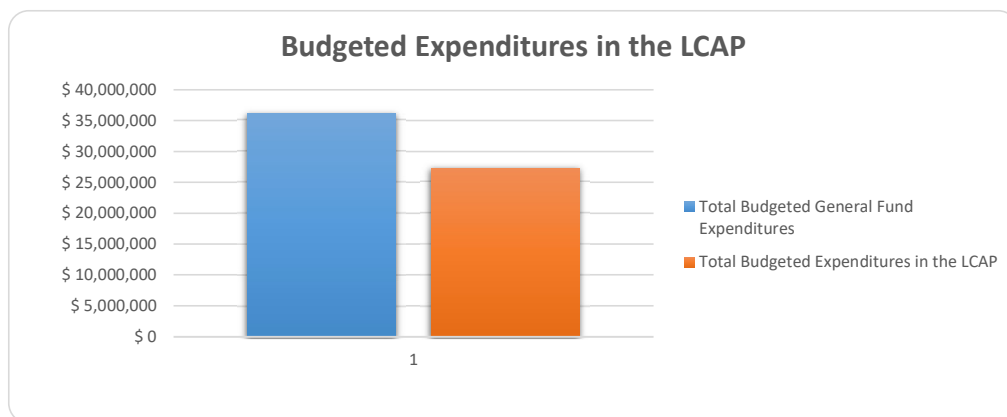
- LCFF supplemental & concentration grants
- All Other LCFF funds
- All other state funds
- All local funds
- All federal funds



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

The total revenue projected for Granite Mountain Charter School is \$36,616,548.00, of which \$33,072,525.00 is Local Control Funding Formula (LCFF), \$3,120,687.00 is other state funds, \$0.00 is local funds, and \$423,336.00 is federal funds. Of the \$33,072,525.00 in LCFF Funds, \$2,730,202.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Granite Mountain Charter School plans to spend \$36,074,216.00 for the 2021 – 22 school year. Of that amount, \$27,293,594.00 is tied to actions/services in the LCAP and \$8,780,622.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

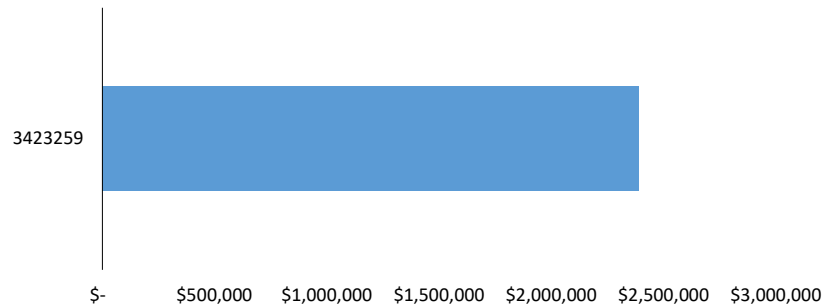
The Local Control Accountability Plan was developed to spend revenues received via LCFF. As such, expenditures not included tend to be those that do not directly support the direct needs of unduplicated. These amounts include, but are not limited to: travel and conference, dues & memberships, housekeeping services, other space rental, operational consultants, oversight fees, financial and payroll services, and certain special education expenses that are being covered via federal or State SPED revenues.

### Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Granite Mountain Charter School is projecting it will receive \$2,730,202.00 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 \$2,731,882.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Granite Mountain Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Granite Mountain Charter School's Learning Continuity Plan budgeted \$2,390,017.00 for planned actions to increase or improve services for high needs students. Granite Mountain Charter School actually spent \$3,423,259.00 for actions to increase or improve services for high needs students in 2020 – 21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Granite Mountain Charter School	Brook MacMillan, Executive Director	<a href="mailto:brook@granitemountainschool.com">brook@granitemountainschool.com</a> (909) 906-3593

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Provide high-quality teaching and learning that promotes opportunities for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: Basic Conditions

## Annual Measurable Outcomes

Expected	Actual
Percent of teachers appropriately credentialed and assigned.	100%
Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.	100%
Percent of students with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.	100%
Percent of students who have access to a computer.	100%
Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities.	100%

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Ensure Teachers are appropriately credentialed and assigned	\$6,844,000	\$10,612,689
Staff will meet in monthly PLCs to share and discuss best practices and resources for supporting learning in a virtual environment.	\$58,289	\$65,517
Provide access to broad course of study such as VAPA courses and enrichment opportunities	\$3,668,378	\$3,435,505

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Granite Mountain implemented all actions intended for this goal. We had an increase in Action 1, Actual Expenditures because it reflected benefits and an increase in staffing due to an increase in enrollment in our first year of operation. There was a decrease in actual expenditures in Action 3 due to COVID and students not using educational consultants as budgeted due to the stay-at-home orders.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes included successfully implementing our first year of operation with an increase of enrollment from projected numbers, training our staff to capture the academic needs of our students, and ensuring all students had access to standards aligned materials, broad course of study, and technology devices.

## Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development, as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: Implementation of Academic Standards

## Annual Measurable Outcomes

Expected	Actual
CAASPP participation rate will be at least 95%	N/A
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups	N/A
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups	N/A
10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually	N/A this is our baseline year
At least 10% of EL students will reclassify	100% 11 students reclassified in 2019-20 which is 27%
100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year	100%
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught	100%

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.	\$80,808	\$86,761
Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs or exceptional needs, and to individualize support including online virtual instruction license assignments and enrichment tutoring services.	\$748,484	\$704,308
Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families, including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction.	\$156,000	\$151,034

Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 in ELA and Mathematics	0	0
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented in Goal 2. Due to COVID and the stay-at-home order in 2020, we were not able to provide as much in person enrichment tutoring services as budgeted for in Action 2. Action 3 Actual Expenditures were also decreased from budgeted amounts due to COVID and not being able to administer the ELPAC for our EL students. Excess budgeted funds were allocated toward nutritional services and increased tech for staff and students due to the stay-at-home order.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Granite Mountain's successes in this goal included being able to transition to full virtual settings for Multi-Tiered supports and interventions services for our students. Our focus was on learning gaps and working with families to fill the academic needs of the students to increase their benchmark scores. We also succeeded in reclassifying over 25% of our EL students and successfully implementing virtual PD opportunities for our staff to focus on Professional Learning Communities.

Our challenges came when COVID came and our school went into closure. This made it difficult for students to seek in person tutoring and we were unable to test our students in both the CAASPP and the ELPAC.



### Goal 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

#### Annual Measurable Outcomes

Expected	Actual
The number of students taking college level courses (concurrent enrollment or within community colleges)	38 students
Counselors and HST teachers will meet with each student and family to a create personalized learning plan	100%
Increase the number of Career Technical Pathways	9 students in our first year
Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator	No dashboard data due to this being our first year of operation and testing cancelled due to the pandemic and us not having seniors in our first year.
Percent of students that pass AP examination with a score of 3 or higher	8%

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase number of vertically aligned CTE Pathways	0	0
Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.	0	0
The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.	0	0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented from Goal 3.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In our first year of operation, we were successful in creating a foundation for CTE, College and Career, and graduation plans for our high school students. This foundation was established and will help us in future years to increase graduation rates and direct our students towards careers that are geared towards student's interests and talents.

A goal that we are working toward in the new school years that we see as a potential challenge is to implement these programs to increase the number of students that will utilize these programs.

## Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide a broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Indicators: Parent Involvement and Engagement

School Climate Survey

### Annual Measurable Outcomes

Expected	Actual
Increase the number of students participating in Enrichment opportunities as measured by student enrollment.	Established Community Connections prior to covid and continued virtually after covid. This is our baseline year.
Increased student participation in academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters.	Established clubs and classes in our baseline year and incorporated NHS and NJHS and offered virtual offerings during the pandemic. All classes had student participation. This is our baseline year.
Increase use of the school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics.	This is our baseline year
Maintain chronic absenteeism rate at 0%.	N/A - first year of operation
Maintain the rate of pupil suspension and expulsion rates.	N/A - first year of operation

Increase high school cohort graduation rate.	N/A - first year of operation
Decrease the high school cohort dropout rate.	N/A - first year of operation
Decrease the middle school dropout rate.	N/A - first year of operation
Increase parent participation rate for the school climate survey by 10%.	705 parents completed the school climate survey in our baseline year.
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments.	100% met this in our baseline year

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement four-year graduation rate needs assessment and root cause analysis including related professional development.	0	0
Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families.	\$156,000	\$156,000
Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs.	\$156,000	\$156,000
Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire** the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.	\$150,000	\$0.00
Increase opportunities for students to participate in leadership and academic events to develop confidence and leadership skills.	\$933,579	\$933,579
Maintain updated FAQs, policies, and program descriptions on school website	0	0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented from Goal 4, however the actual expenditures in action 4 were captured in the salary expenditures in Goal 1, action 1.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our successes when implementing actions toward achieving Goal 4 were partnering with a back-office provider that guided our leadership programs, homeless liaison, parent liaison, and project recovery to meet the needs of our unduplicated students. They provided oversight in identifying students and resources.

Our challenge was identifying resources once the stay-at-home order was first set in place for the vast majority of students that were in crisis. However, we worked hard to ensure all students had access to computers and hotspots and provided meals for students during our school closure.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Development of in person clubs and activities including staffing and resources for the activity.	\$180,000	\$199,783	Y
Development of universal curriculum and staff Professional Development.	\$14,895	\$21,518	Y
Provision and research of safe access to vendors, events, and field trips through Family Support Specialists, ADs of Family Relations and Community Life, and Vendor Support team.	\$192,120	\$194,531	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We budgeted for in person clubs and activities, but as the stay-at-home orders continued, we used our staffing and resources to continue virtually. The cost of shipping resource boxes for clubs and classes were more than budgeted as noted in Action 1. Due to the stay-at-home orders lasting longer than expected, we decided to increase our universal curriculum offerings and professional development of those new curriculum, which constituted an increase in actuals from the budgeted amount in Action 2.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Given that GMCS is a non-classroom-based school that does not provide instruction in an in-person classroom setting, we were successful in providing quality instruction through clubs and activities virtually and providing resources boxes to enhance learning through hands-on learning during our stay at home order. We also provided professional development to our staff on new curriculum options to our students virtually as well. Our staff was able to engage in meaningful interactions while learning in a professional setting. Our challenges stemmed from the stay-at-home order lasting through the school year and not allowing us to open our services up to in person instructional offerings, therefore, we could not implement our plan as desired in person, but were able to follow through virtually.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Development and implementation of student and staff wellness programs.	\$20,000	\$2,000	Y
Expenditures associated with our universal curriculum options: IXL, BrainPop, MyOn, Accelerated Reader	\$106,236	\$136,405	Y
Additional technology devices and hotspots for students in crisis, EL, low socioeconomic students, homeless, and foster care students.	\$200,000	\$485,568	Y
STAR 360 program and professional development.	\$45,870	\$45,870	Y
BrainPop EL implementation for EL students.	\$795	\$795	Y
Zoom accounts.	\$9,750	\$12,161	Y
IT Contract newly developed to meet needs of staff and students.	\$201,600	\$201,600	N
Internet stipends for staff.	\$91,000	\$19,720	N
Additional School Psychologist to meet needs.	\$92,709	\$19,435	Y

Addition of Family Support Specialist-3 to help in SPED department.	\$43,120	\$23,361	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

-As we worked through the school year, we intended to purchase and provide a wellness curriculum for our students to provide a robust wellness program. We decided to increase our universal offerings of online curriculum to enhance a robust distance learning bundle, which also included online wellness components to provide a wellness program through distance learning. This is noted in the decrease of actuals in Action 1 and the increase of actuals in Action 2.

-In Action 3, we underestimated the number of personal devices and hotspots that were needed to meet the needs of our students while distance learning. We discovered that the majority of our students were in need of school devices and we accommodated that need.

-Action 7, we budgeted for all our staff to opt into internet stipends as a reimbursement for their home office needs. Fewer staff opted into these stipends than anticipated. These funds were reallocated toward the technology budget.

-Action 8, we budgeted to hire a general education school psychologist, however when we posted the job opening, we did not receive any applicants. Instead, we contracted with a behavioral specialist to meet the needs of our students in crisis and work one on one and in small groups to work on behavioral difficulties and reinforcing healthy habits.

-Action 9, we budgeted for an entire yearly salary for this position, however when the Family Support Specialist was onboarded, it was later in the year and less of the salary was expended. This position assists and offers support to Special Education students and teachers.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

As a non classroom based school, Granite Mountain was successful in providing a strong distance learning program to our students. We increased our access to devices, while contracting with an IT company to provide services to procure, maintain, and ship devices. They also provided a helpdesk for students and staff to access when they incurred technical difficulties. We also were successful in assessing our students on our benchmark platform at a 93% participation rate. We succeeded in establishing wellness groups for our



tier 1 behavioral students that needed virtual interaction that instilled healthy habits and relationships as well as meeting the needs of our students in crisis by providing a behavioral specialist to meet with 1:1. As a school, we really embraced the virtual environment and made the most of it for our students.

Our challenge during the stay-at-home order was not being able to meet with our families face to face in person in our usual 20 school day interval. We moved to zoom meetings which were effective, but it was difficult to not be in person.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Granite Mountain provides MTSS training for staff and families through Professional Learning Communities and ELL strategies, training on assessments and scope and sequences guided by Regional Directors and Regional Coordinators.	\$119,000	\$155,504	Y
Professional development on the use of STAR 360 as an assessment tool.	\$4,250	\$10,650	Y
SST/504 Coordinators.	\$170,000	\$256,545	Y
Staff Development Coordinator, Crisis Intervention Coordinator.	\$129,000	\$197,322	Y
Implementation and development of Freckle for Tier 2 support.	\$30,730	\$30,730	Y
Assistant Director of Student Support Services.	\$71,250	\$109,948	Y
Intervention Coordinators in Reading, Math, Writing.	\$340,000	\$433,418	Y
Intervention curriculum such as Explode the Code, Moby Max, IEW, etc.	\$1000	\$7,172	Y
EL Coordinator, EL curriculum and parent and staff training for implementation.	\$90,000	\$108,354	Y
Content Specialists offering daily office hours.	\$260,400	\$331,947	Y
Director of Student Achievement.	\$115,000	\$146,597	Y
Achievement Administrator focusing on data analysis.	\$80,750	\$133,212	Y
School Counselor serving as guidance tech.	\$75,000	\$102,650	Y

Contracting with Speech Intervention vendor for SST speech intervention until in house SLP is secured.	\$10,400	\$36,465	Y
Intervention Speech Language Pathologist.	\$82,157	0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

GMCS budgeted key staff members' salaries to meet pupil learning loss needs. Throughout the school year, we increased our staff to ensure that we had proper coverage and oversight to meet the targeted needs of our students. We also budgeted without including benefits and when reflecting on the actuals, we included benefits.

-Action 14, we increased our contracted hours with our general education speech and language pathologist with an outside vendor due to the higher demands of tier 2 intervention needs in speech and we did not hire an in-house intervention SLP due to lack of applicants, as noted in Action 15.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our successes we noted when reflecting on pupil learning loss is the expansion of our staff to have a direct impact on the learning loss of our students. We were able to celebrate 93% of our students completing the STAR 360 benchmark assessment, and with that data we were able to identify students for Tier 1 and Tier 2 interventions in ELA, Math, Speech, and emotional. Our staff took the pandemic difficulties and turned it into a student-centered approach to filling learning gaps and sought to fill the emotional needs of our families.

Challenges we faced in pupil learning loss were not being able to hire an SLP or School Psychologist for internal use. However, we were able to contract with providers and fill the need we had to provide services to our students.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Granite Mountain was successful in monitoring and supporting the mental health and social and emotional well-being of our students. We established a Student Crisis department. Within this department, staff review the needs of our students in crisis, homeless, low ses, and foster youth and take a needs assessment of what is needed to support the student and the family. These needs vary between academic, social, emotional, or physical. Resources and services are offered to families as determined by the crisis team. We also piloted our wellness groups this year, offering small, grade leveled, group classes with a behavioral specialist. These classes covered wellness topics such as healthy habits and acceptable behaviors.

There were no challenges noted.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes surrounding pupil and family engagement included providing several virtual opportunities for students to engage in such as Experiential Learning Classes, Clubs, Trailblazer Classes, virtual field trips, science fair, spelling bee, etc. Our intention was to provide as many virtual opportunities for our K-12 students to purposefully engage them academically and socially during this difficult time.

Our challenge was to engage the parents in virtual community opportunities. We provided webinars for parents for high school, curriculum and parent community groups, however they were poorly attended.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

As a non-classroom-based school, we did not provide school nutrition this school year.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Meals provided to families in crisis	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

From implementing a solid distance learning program, we have learned the depth and breadth of virtual learning opportunities to allow students to engage academically, socially, and emotionally. As a non-classroom based school, we would like to continue these opportunities to allow for more participation for families that are either unable to attend in person, or for families that live far from events. We have also learned the importance of implementing programs that are specific to serving our unduplicated students such as English Learners, low socioeconomic, and foster youth. We are focusing on developing our student success program to help credit deficient students to graduate on time and our multilingual program to increase student achievement amongst our English Learners.

We look forward to implementing safe guidelines to allow our students to engage in person in community events.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We have invested in professionally developing our teachers to analyze data of their students' benchmark scores, along with daily assignments to determine proper tiered supports for their students. We have recognized that 36% of our low income students are

scoring below standard, and therefore, we are implementing a tutoring program with our intervention coordinators and paraprofessionals to increase achievement in our low income students, as well as our entire student population. 16% of our low income high school students are credit deficient. Many have transferred to our school in a credit deficient status, and we are developing a Student Success program to provide support to these students to help them graduate on time.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are currently no differences in the actions and services identified and the actions and services implemented.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Through reflecting on the 2019-2020 LCAP and 20-21 LCP, it has informed the development of the 21-24 LCAP with a lens of being student centered in every sense of the term. We strive to focus on the academic growth of the student and ensure they have the tools necessary to be a successful learner. We also place equal emphasis on the social and emotional well being of the student as well. We are working to provide programs that will grow our students in a positive social/emotional manner. As our unduplicated students increased through the pandemic, we have learned to place those students of high importance to ensure they are provided the support needed to be successful and build programs to lay the foundation of that success. Overall, Granite Mountain desires to be a reflective school that can set achievable goals that are student and family centered.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*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](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.



## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# 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	<a href="mailto:brook@granitemountainschool.com">brook@granitemountainschool.com</a> (909) 906-3593

## 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 45% 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 45% 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 45% Hispanic 55% African American 55% 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 50% 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				55% All Students 45% 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 45% 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 45% 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				30% All Students 20% Hispanic 20% African American 20% 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 45% 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				30% All Students 20% Hispanic 20% 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				30% All Students 20% Hispanic 20% African American 20% SED

# 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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.