LCFF Budget Overview for Parents

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

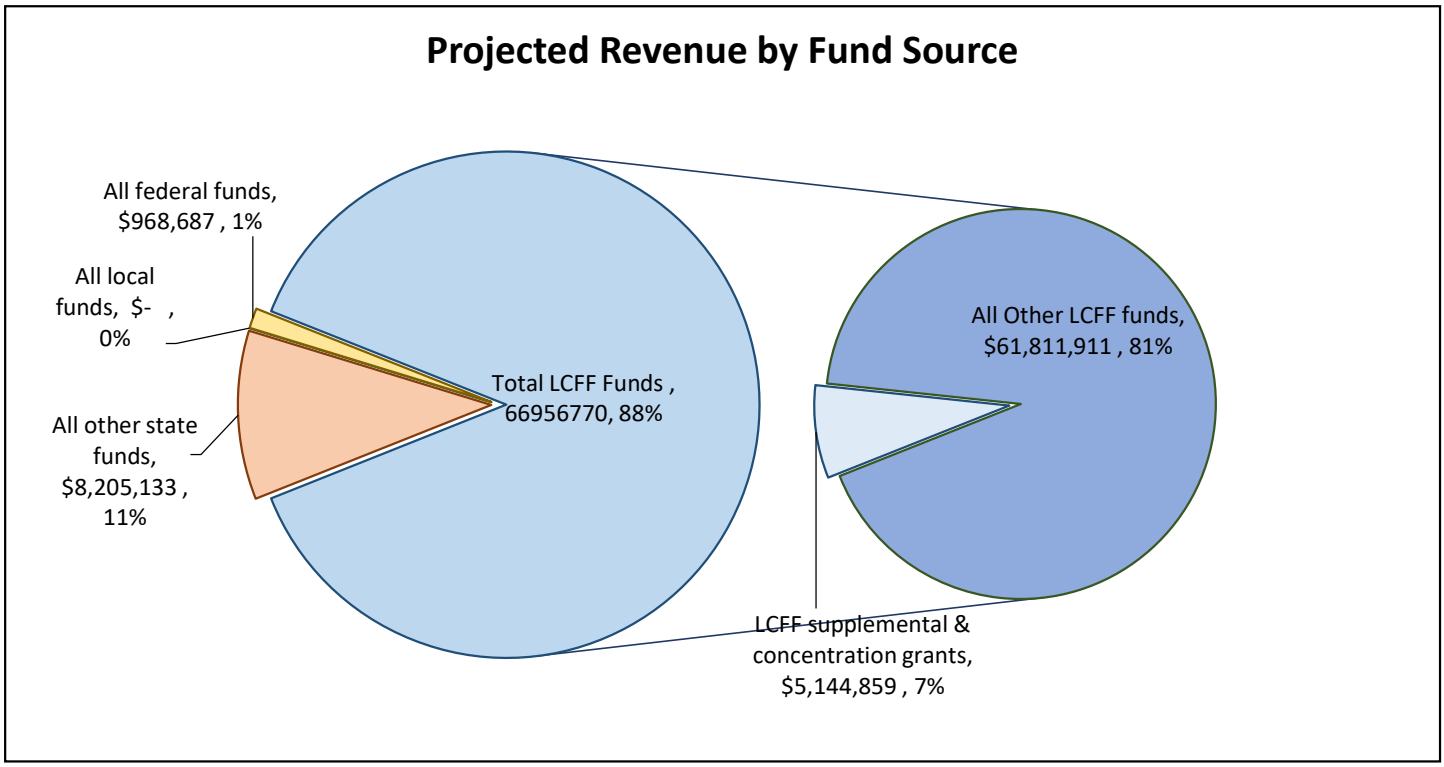
CDS Code: 36 75051 0139188

School Year: 2026-27

LEA contact information: Brook MacMillan

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

Budget Overview for the 2026-27 School Year

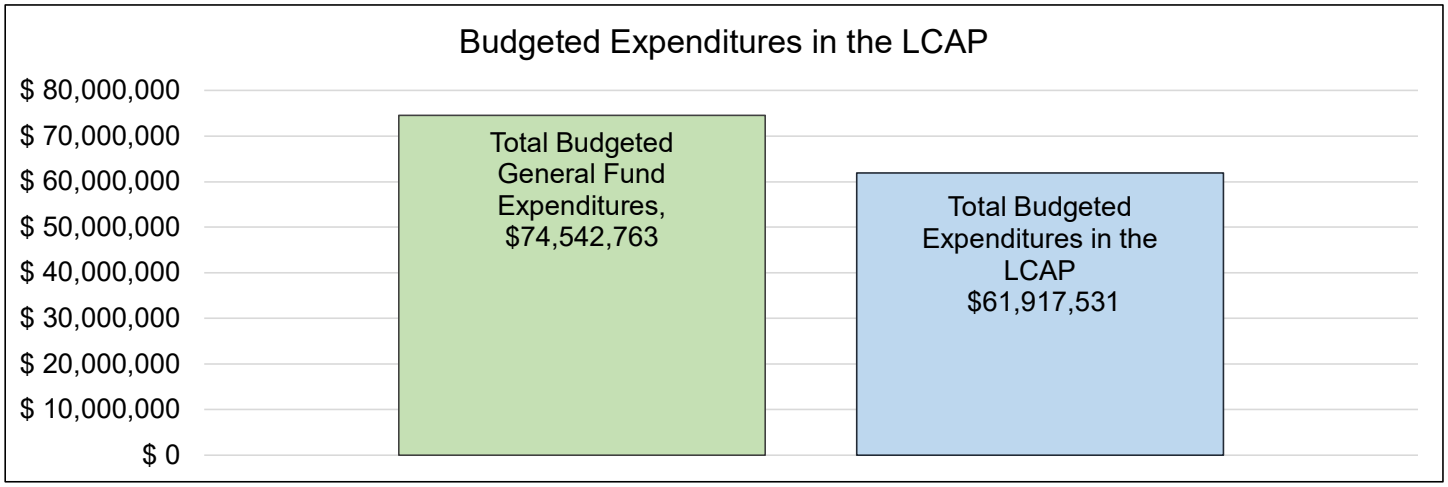


This chart shows the total general purpose revenue Granite Mountain Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Granite Mountain Charter School is $76,130,590.00, of which $66,956,770.00 is Local Control Funding Formula (LCFF), $8,205,133.00 is other state funds, $0.00 is local funds, and $968,687.00 is federal funds. Of the $66,956,770.00 in LCFF Funds, $5,144,859.00 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Granite Mountain Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Granite Mountain Charter School plans to spend $74,542,763.00 for the 2026-27 school year. Of that amount, $61,917,531.00 is tied to actions/services in the LCAP and $12,625,232.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

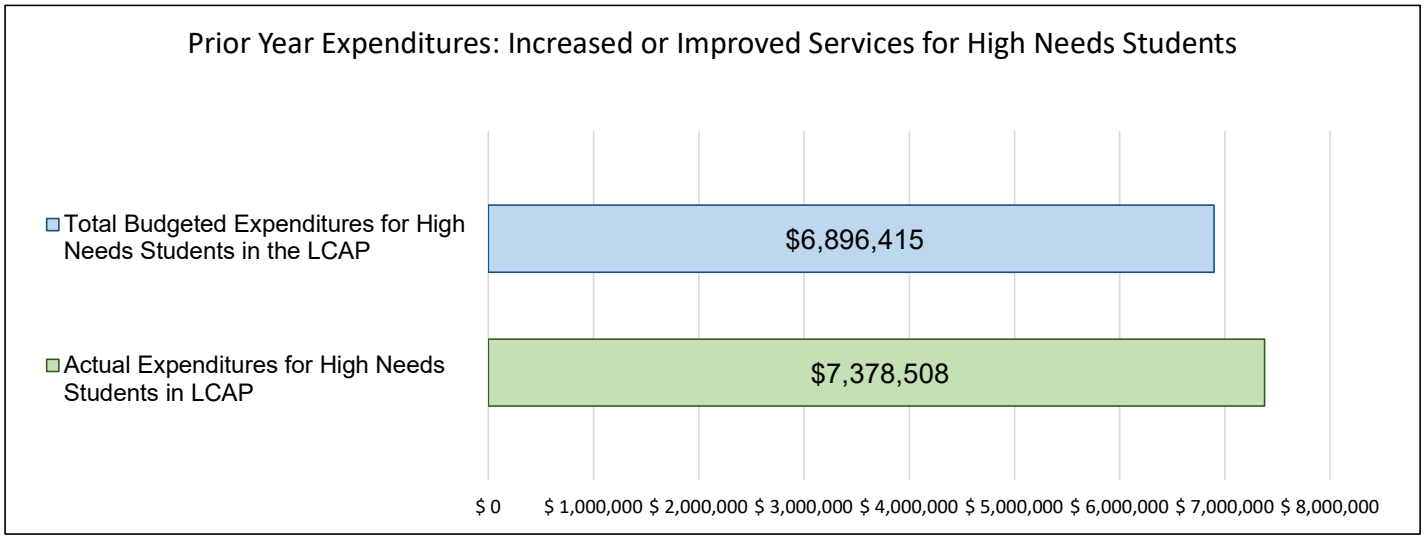
General Fund budget expenditures not included in the LCAP may include, but are not limited to: housekeeping services, travel and conference expenses, operational consulting, legal services, oversight fees, back-office support, and certain special education costs.

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

In 2026-27, Granite Mountain Charter School is projecting it will receive $5,144,859.00 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 $8,720,477.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Granite Mountain Charter School's LCAP budgeted $6,896,415.00 for planned actions to increase or improve services for high needs students. Granite Mountain Charter School actually spent $7,378,508.00 for actions to increase or improve services for high needs students in 2025-26.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Granite Mountain Charter School
CDS code:	36 75051 0139188
LEA contact information:	Brook MacMillan
Coming School Year:	2026-27
Current School Year:	2025-26

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

Projected General Fund Revenue for the 2026-27 School Year	**Amount**
Total LCFF funds	$ 66,956,770
LCFF supplemental & concentration grants	$ 5,144,859
All other state funds	$ 8,205,133
All local funds	$ -
All federal funds	$ 968,687
Total Projected Revenue	$ 76,130,590

Total Budgeted Expenditures for the 2026-27 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 74,542,763
Total Budgeted Expenditures in the LCAP	$ 61,917,531
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 8,720,477
Expenditures not in the LCAP	$ 12,625,232

Expenditures for High Needs Students in the 2025-26 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 6,896,415
Actual Expenditures for High Needs Students in LCAP	$ 7,378,508

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Granite Mountain Charter School	Brook MacMillan; Executive Director	brook@granitemountainschool.com (909) 906-3593

Plan Summary 26-27

General Information

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

Granite Mountain Charter School, established in the 2019–2020 school year, is a tuition-free public charter school serving students in grades TK through 12 through a personalized learning model. The school was recently awarded a five-year charter renewal by its authorizer, affirming confidence in its program and continued growth. Granite Mountain Charter School also holds a six-year WASC accreditation, valid through June 30, 2029. As of Census Day in October 2025, the school serves 4,773 students, including 44% socioeconomically disadvantaged students, 1.2% English Learners, <1% Foster Youth, and 12% students with disabilities. The majority of students, 75%, reside in San Bernardino County, with additional students located in neighboring Riverside, Los Angeles, Orange, and Kern counties.

In collaboration with parents and other educational partners, Granite Mountain Charter School provides personalized academic learning plans designed to support the academic achievement and social-emotional well-being of each student. Instruction is delivered through a flex-based learning model, in which students receive individualized support from appropriately credentialed teachers and engage in standards-aligned learning tailored to their unique needs, interests, and learning preferences. The program is aligned to California State Standards and supported by a range of standards-based curricular and vendor resources to promote access, engagement, and progress for all students, including unduplicated pupils and students with unique needs.

The mission of Granite Mountain Charter School is to cultivate the individual talents of students in San Bernardino County and surrounding regions, enabling them to achieve proficiency in state standards while developing as critical thinkers, responsible citizens, and innovative leaders prepared for success in college, career, and life. This mission is implemented through a personalized, standards-based educational program that may include online instruction, traditional curriculum, and hands-on, experiential learning opportunities. These opportunities are developed in partnership with students, families, staff, and the community. The school's Schoolwide Learner Outcomes, Self-directed scholars, Outcome-oriented, Leaders in a diverse society, Inspired innovators, and Digitally proficient individuals (SOLID), guide the development of student skills aligned to state priorities, including pupil achievement (Priority 4), pupil engagement (Priority 5), and school climate (Priority 6).

Granite Mountain Charter School offers a broad range of schoolwide programs and supports designed to increase student engagement, access, and connectedness. These include athletics and fitness opportunities, field trips, synchronous enrichment, high school student activities, honor society, wellness supports, and community-based experiences. The school provides multiple proficiency-based, standards-aligned instructional pathways, including online, textbook-based, and customized learning options, to ensure equitable access and flexibility within the flex-based learning model. These programs support improved outcomes in student engagement and attendance, while fostering a positive and inclusive school climate for all student groups.

As part of its continuous improvement process and in alignment with state priorities related to pupil achievement and engagement, Granite Mountain Charter School conducted a comprehensive needs assessment to guide the use of Learning Recovery Block Grant (LRBG) funds. The analysis, including a review of student performance data and educational partner input, identified a need to strengthen outcomes for high school students, particularly unduplicated pupils, by increasing College and Career Indicator (CCI) preparedness, expanding meaningful opportunities for student engagement and connection, and improving access to postsecondary pathways through

Career Technical Education (CTE) and workforce development. In response, the school is implementing targeted, evidence-based investments in services and supports for student groups to improve achievement and long-term outcomes. These actions are reflected in Goal 3, Action 4 (High School Achievement Staff), which provides dedicated staffing and expanded programming focused on college and career readiness. This includes increased access to CTE pathways, workforce-aligned learning experiences, and targeted academic and counseling supports. Research supports that these strategies, particularly when directed toward student groups with the greatest need, lead to increased student engagement, improved academic outcomes, and higher rates of postsecondary readiness and success, as measured by the College and Career Indicator and other state indicators.

Reflections: Annual Performance

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

Following the release of the 2025 California School Dashboard, Granite Mountain Charter School conducted a comprehensive analysis of state and local data to inform continuous improvement aligned to LCAP Goals 1-4. This process included disaggregated CAASPP results, English Learner progress, College and Career readiness indicators, graduation rate, local benchmark data, and a review of performance trends over time. Findings demonstrate sustained growth across multiple indicators and were used to refine actions and services to improve student engagement (Goal 1), academic achievement (Goal 2), college and career readiness (Goal 3), and outcomes for multilingual students (Goal 4), with a focus on unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and other student groups demonstrating the greatest need.

Goal 1 – Engagement and School Climate:
Dashboard and local indicators reflect consistently strong outcomes in student engagement and school climate. Chronic absenteeism remains at 0.6% (Blue) for the second consecutive year, and suspension rates remain at 0% (Blue), indicating highly effective systems for maintaining safe and engaging learning environments. Graduation rates have also increased over time, reaching 93.9% (Green), further reflecting strong student engagement and persistence.

While these outcomes demonstrate success, survey and participation data indicate an opportunity to further increase student connectedness and engagement in schoolwide programs, particularly among students who do not regularly participate in enrichment opportunities. In response, the school will continue to implement actions focused on community engagement and experiential learning, including Goal 1, Action 14 (Positive School Culture/Community Engagement/Experiential Learning Staff) and Goal 1, Action 17 (Field Trips), to expand access to meaningful school experiences and strengthen student connection.

Goal 2 – Academic Achievement:
The 2025 Dashboard indicates continued and sustained growth in overall student performance across multiple years. In ELA, performance improved from 27 points below standard in 2023 to 21.4 points below standard in 2024 and 12.5 points below standard in 2025, remaining in Yellow, while demonstrating strong upward progress. In Mathematics, performance improved from 72.8 points below standard in 2023 to 61.2 in 2024 and 50.7 in 2025, also maintaining Yellow with significant gains over time.

This pattern of growth reflects the effectiveness of instructional supports and intervention systems, with students making accelerated progress toward proficiency. Growth has been evident across multiple student groups, including English Learners, socioeconomically disadvantaged students, and students identifying as Two or More Races. However, students with disabilities and African American students remain priority groups for additional support. To address these needs, the school will continue to strengthen its Multi-Tiered System of Supports through targeted actions such as Goal 2, Action 4 (Intervention Curriculum and Progress Monitoring Resources) and Goal 2, Action 7 (Intervention/SST Staffing), which provide evidence-based, data-driven intervention and progress monitoring to accelerate student achievement.

Goal 3 – College and Career Readiness:
The College and Career Indicator demonstrates significant improvement over time, increasing from 37.5% prepared in 2023 to 36.7% prepared (Yellow) in 2024 and 45.8% prepared (Green) in 2025. This shift to Green reflects substantial progress in preparing students for postsecondary success and indicates that expanded supports and opportunities are positively impacting outcomes.

Local data further supports this trend, showing increases in concurrent enrollment participation, CTE pathway engagement, and high school academic performance. These findings support continued expansion of college and career pathways, particularly for unduplicated pupils. In response, the school is implementing targeted actions including

Goal 3, Action 2 (College and Career Staffing), Goal 3, Action 3 (CTE Staffing), and Goal 3, Action 4 (High School Achievement Staffing), which focus on increasing access to college coursework, expanding career pathways and workforce development opportunities, and providing targeted academic and counseling supports to ensure continued growth in postsecondary readiness.

Goal 4 – Multilingual Student Achievement:
The English Learner Progress Indicator shows substantial improvement over time, increasing from 50% in 2023 to 51.4% (Yellow) in 2024 and 68.8% (Blue) in 2025. This shift to Blue reflects highly effective supports for English Learners and significant gains in language acquisition and academic progress.

While this growth demonstrates success, the school will continue to focus on increasing reclassification rates and ensuring long-term academic success for multilingual students. To support these efforts, the school will continue implementing targeted actions through Goal 4, including Action 2 (English Language Development Curriculum) and Action 4 (Multilingual Staffing), which provide designated and integrated ELD instruction, progress monitoring, and family engagement supports.

Across all goals, Granite Mountain Charter School demonstrates strong upward trends and improving performance levels across Dashboard indicators, including increased graduation rates and strong engagement outcomes. The school remains committed to improving outcomes for student groups, including English Learners, African American students, socioeconomically disadvantaged students, students with disabilities, and foster youth. Throughout the three-year LCAP cycle, Granite Mountain Charter School will continue to implement and refine systems designed to improve outcomes for student groups, particularly unduplicated pupils. This includes strengthening progress monitoring across instructional pathways, ensuring access to equitable and personalized curriculum, and enhancing the effectiveness of the Multi-Tiered System of Supports (MTSS). Through ongoing data analysis, Professional Learning Communities, and aligned LCAP actions, the school will monitor the impact of services and make adjustments as needed to accelerate student achievement, increase engagement, and improve college and career readiness outcomes for all students.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators	On February 18–19, 2026, the Executive Cabinet reviewed and reflected on GMCS's LCAP goals, with a strong focus on aligning systemwide efforts to improve student outcomes, access, and engagement. Leaders emphasized the importance of strengthening system coherence, infrastructure, and communication to ensure equitable access to high-quality curriculum, resources, and opportunities across all regions. The Cabinet highlighted the continued use of data systems, progress monitoring, and intentional program design to improve student achievement, academic readiness, and overall outcomes, including earlier identification of student needs and targeted interventions. Leaders identified the need to improve communication clarity and coordination across departments to increase participation, reduce barriers to access, and expand meaningful opportunities for student connection, voice, and involvement in both in-person and virtual settings. There was a shared commitment to reinforcing systemwide structures, expectations, and supports that promote safe, inclusive, and supportive learning environments, particularly for students with diverse needs such as multilingual learners. Overall, the discussion reflected a unified focus on strengthening communication, expanding access and engagement opportunities, and ensuring consistent, data-informed practices that support safe and equitable outcomes for all students.
Classified Staff	On November 21, 2025, classified staff engaged in a collaborative discussion to review GMCS's LCAP goals, reflect on current practices, and identify areas for growth. Through this process, staff provided input on progress toward each goal and identified actionable steps to strengthen implementation. Classified staff emphasized the importance of ensuring equitable access to resources, solid communication, individualized supports, and accommodations to meet the diverse needs of all students. A consistent theme was the need to increase the intensity, coordination, and accessibility of targeted interventions, ensuring students who require additional support can fully benefit from MTSS-aligned services and progress monitoring systems. Staff highlighted the importance of expanding inclusive engagement opportunities so that students with learning differences are actively connected and participating in school programs, activities, and community experiences. Classified staff emphasized the need to maintain safe, structured, and supportive environments for multilingual learners, including predictable routines, responsive adult support, and consistent practices that promote student well-being. Overall, feedback reflects a strong commitment to strengthening inclusive supports, improving access to interventions, and ensuring all students are engaged, supported, and able to succeed within a safe and equitable learning environment.

SPED Staff	On December 10, 2025, SPED staff engaged in a collaborative discussion to review GMCS's LCAP goals, reflect on current implementation, and identify areas for growth and improvement. SPS staff emphasized that students have strong access to a wide range of programs, including enrichment activities, intervention supports, SEL services, CTE pathways, and multilingual programming, while identifying a need to strengthen system coherence, streamline communication, and ensure equitable access across all regions. Staff highlighted the effectiveness of progress monitoring, MTSS-aligned supports, and collaborative systems involving SST teams, case managers, teachers, and families in driving student achievement. At the same time, they identified a need to increase the utilization and accessibility of supports, including expanding small-group and individualized interventions, strengthening participation in SAI and tutoring, and providing clearer systems (such as centralized communication, calendars, and resource guides) to help families navigate available services. SPS staff emphasized the importance of relationship-driven and hands-on learning experiences, noting the value of real-world opportunities, student connection, and engagement through programs and activities. Staff also identified opportunities to expand regional access, internships, community partnerships, and student-led opportunities to further strengthen student connection and readiness. Staff expressed strong confidence in supports for multilingual learners and students with disabilities, while highlighting the importance of continuing to enhance inclusive practices, including increased bilingual staffing, expanded language supports, peer connection opportunities, and culturally responsive engagement. Overall, SPS feedback reflects a strong foundation of programs and services at GMCS, with continued focus on system coherence, equitable access, communication clarity, and targeted intervention expansion to further strengthen outcomes for all students.
Certificated Teaching Staff	On October 3, 2025, certificated teaching staff engaged in collaborative PLC discussions to review GMCS's LCAP goals, reflect on current practices, and identify areas for growth. Through this process, staff examined each goal, provided feedback on implementation, and identified actionable steps to strengthen student outcomes. Teachers emphasized the importance of consistent communication and implementation and equitable access to programs, services, and opportunities across all regions, ensuring all students benefit from high-quality instructional experiences. Discussions highlighted the need for systematic processes that support early identification of student needs and ongoing progress monitoring, ensuring students remain on track academically and receive timely, targeted interventions. Staff identified opportunities to reduce geographic barriers by expanding local and regional engagement options, increasing accessibility for students and families and strengthening student connection to the school community and post secondary options. There was a shared focus on maintaining safe, supportive environments with consistent expectations and practices across regions, ensuring all students experience a structured and inclusive learning environment specifically for multilingual learners. Overall, feedback from certificated staff reflects a commitment to strengthening equitable access, improving systems of support, and enhancing engagement while maintaining safe and consistent learning conditions for all students.
Parent Community Group	On September 30, 2025, the Parent Trailblazer Group met to discuss GMCS's LCAP goals and provide feedback on current programs and practices. Parents consistently shared that GMCS provides strong access to curriculum, materials, technology, and supports, while also identifying a need for expanded enrichment opportunities and clearer academic and career pathways, particularly in CTE and VAPA. Families expressed a desire for greater clarity around progress monitoring, assessment systems, and graduation/A–G requirements, so they can more effectively support their students' academic progress. Parents emphasized the importance of strong relationships, especially through Learning Period (LP) meetings, while requesting more in-person events, structured opportunities for social connection, and increased student voice to strengthen community connection and post secondary options. Families reported that multilingual students feel safe in both in-person and virtual environments, while noting the importance of maintaining consistent support systems and clear conflict-resolution processes. Overall, parent feedback reflects a high level of satisfaction with GMCS, along with a focus on enhancing communication, expanding opportunities, and strengthening systems to support student success and well-being.

SPED Parent University	On November 20, 2025, the SPED University Parent group met to provide feedback related to GMCS's LCAP goals. Families expressed strong appreciation for the wide range of programs and supports available, including athletics, park days, field trips, clubs, SEL classes, SAI services, and initiatives such as Explore Beyond the Core, which contribute to students' sense of belonging and access to high-quality learning experiences. Parents also highlighted the value of highly qualified teachers, general education collaboration, and instructional tools such as Clever apps and Google Read&Write in supporting academic access. Families noted that these supports contribute to student growth and engagement, while identifying opportunities to further strengthen outcomes through expanded academic supports, increased access to field trips and college/career exposure, and development of student independence skills such as time management. Parents emphasized the importance of relationship-based experiences and requested more high school-specific events, increased access to activities in rural areas, expanded mentorship opportunities, and stronger communication systems (including clearer notifications, itineraries, and centralized information) to increase participation and connection.Families highlighted the importance of maintaining inclusive, supportive environments where students feel connected and supported, while also expressing interest in strengthening family connections through social networks, peer groups, and supports for newly enrolled families. Overall, feedback reflects that while GMCS provides a strong foundation of inclusive and engaging supports, continued focus on communication, accessibility, and connection will further enhance student outcomes and family engagement.
ELAC	On November 19, 2025, the ELAC group met to discuss GMCS's LCAP goals and provide feedback on current programs and supports. Families expressed strong appreciation for the range of offerings available to students, including destination classes, field trips, 1:1 tutoring, and writing workshops, which support access to instruction and contribute to a sense of inclusion and belonging. Parents also identified opportunities to increase access to instructional materials and resources, including providing materials earlier and expanding available books and supports for families. Families highlighted that targeted supports such as tutoring, writing workshops, and baseline assessments have contributed to visible student growth, particularly in language development and academic performance. They also emphasized the importance of continuing to strengthen standards-aligned instruction and academic supports to further improve outcomes for multilingual learners. Parents noted that opportunities such as field trips, concurrent enrollment, and college tours increase student motivation and connection, while identifying a need to expand both in-person and virtual engagement opportunities, including virtual college tours, additional writing workshops, and more SEL-focused activities across grade levels. Families also expressed interest in smaller, more targeted in-person opportunities to support social-emotional development, particularly for younger students. Families emphasized the importance of maintaining inclusive, supportive environments that address both academic and social-emotional needs, ensuring students feel safe, connected, and supported. Overall, ELAC feedback reflects that while current supports are effective and valued, continued focus on expanding access, improving resource availability, and increasing engagement opportunities will further strengthen outcomes for multilingual learners and their families.
Staff LCAP Survey	On December 9, 2025, all staff were provided access to complete the LCAP survey, with an 87% participation rate. The survey included both quantitative Likert scale questions to assess perceptions of GMCS programs and offerings, as well as qualitative questions designed to gather feedback on relationships among educational partners, decision-making processes, and areas for growth. Results indicate that staff are highly satisfied with the school's programs and services and believe they effectively support diverse student needs, particularly through a wide range of offerings such as intervention supports, enrichment opportunities, SEL services, CTE pathways, and multilingual programs that contribute to both academic growth and a strong sense of belonging. Staff also highlighted the effectiveness of systems such as MTSS, progress monitoring, and collaborative support structures in supporting student success. At the same time, consistent themes for growth emerged, including the need to improve communication, streamline access to information, and increase transparency in decision-making processes. Staff further noted that many supports are underutilized due to fragmented communication, emphasizing the importance of increasing awareness and accessibility across regions, expanding small-group and individualized interventions, and strengthening real-world learning opportunities such as internships and community connections. Additionally, staff underscored the importance of continuing to enhance inclusive practices for multilingual learners and students with disabilities, as well as maintaining relationship-based and hands-on engagement opportunities. Overall, the findings reflect a strong foundation of programs and supports at GMCS, with continued focus on system coherence, communication clarity, and targeted expansion of services needed to further strengthen student outcomes and experiences.

Parent LCAP Survey	On December 15, 2025, all parents/guardians were provided access to complete the family LCAP survey, with a participation rate of 36%. The survey included both quantitative Likert scale questions to assess perceptions of GMCS programs and offerings, as well as qualitative questions designed to gather feedback on relationships among educational partners, decision-making processes, and areas for growth. Results indicate that families generally feel safe, supported, and connected at GMCS, and believe that the curriculum offerings and programs effectively meet the needs of their students. Parents expressed strong appreciation for the wide range of opportunities available including curriculum options, enrichment activities, field trips, SEL supports, and intervention services which contribute to both academic growth and a sense of belonging. A consistent theme across responses was the value of strong relationships with teachers and staff, as well as the flexibility of the program in supporting individual student needs. At the same time, parents identified areas for growth, including the need for more consistent and centralized communication, greater clarity around academic expectations, progress monitoring, and pathways (such as graduation, A–G, and postsecondary options), and increased access to in-person activities across more regions. Families also expressed interest in expanding student engagement through additional enrichment opportunities, more technology choices, and incentive programs. Overall, parent feedback reflects a high level of satisfaction with GMCS while highlighting opportunities to further strengthen communication, access, and engagement for all students and families.
Student LCAP Survey	On December 15, 2025, students in 3rd grade and above were provided access to complete the student LCAP survey. This survey included both quantitative Likert scale questions to assess perceptions of GMCS programs and offerings, as well as qualitative questions designed to gather feedback on relationships among educational partners, decision-making processes, and areas for growth. Results indicate that the majority of students have a positive view of the school, valuing the curriculum, flexibility, and variety of programs available to them, including clubs, field trips, enrichment opportunities, and academic supports. A key theme across responses was the importance of relationships and belonging, with students noting that interactions with teachers, Learning Period meetings, and participation in activities help them feel connected to the school community. Students also shared that supports such as tutoring, intervention classes, and teacher guidance contribute to their academic success. At the same time, some students reported lower levels of connectedness, which was closely tied to limited participation in extracurricular opportunities, suggesting a need to increase engagement and access. Additional themes for growth included a desire for more in-person events, social and hands-on experiences, clearer communication about available opportunities, and increased student voice and collaboration. Overall, student feedback reflects a strong foundation of satisfaction with GMCS, while highlighting the importance of expanding engagement opportunities and strengthening connections to further enhance the student experience.
Multilingual LCAP Survey	On December 15, 2025, multilingual (ML) families were provided access to complete the ML LCAP survey. This survey included both quantitative Likert scale questions to assess perceptions of ML programs and offerings, as well as qualitative questions designed to gather feedback on how to further strengthen the department. Results indicate that families are satisfied with the tutoring and programs available to their students, particularly highlighting the effectiveness of English Language Development (ELD) classes, workshops, and targeted supports in improving language acquisition and academic performance. A consistent theme across responses was the value of clear communication and ongoing outreach, which helps families feel informed, supported, and connected to the school community. Families also noted that students feel welcomed and included, especially through opportunities that promote interaction with peers and staff. At the same time, several areas for growth emerged, including a desire for more offerings, extended tutoring sessions, and additional academic resources to further support student success. Families also expressed interest in expanding in-person engagement opportunities, increasing access to resources in multiple languages, and providing more support in areas such as reading, math, and college and career readiness. Overall, feedback reflects strong satisfaction with current ML supports, while emphasizing opportunities to expand access, resources, and engagement for multilingual learners and their families.
School Climate Survey	For the second consecutive year, GMCS combined the School Climate Survey with the student LCAP survey to streamline the process and reduce the number of surveys students were required to complete. Results from the School Climate portion of the survey remained consistent with the prior year, indicating that students are generally satisfied with the school, feel safe in their learning environment, and look forward to their educational experience each day.

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

Granite Mountain Charter School collected and analyzed educational partner feedback through surveys, focus groups, Parent Community Groups, SPED University and ELAC input, as well as discussions with staff and leadership teams to inform the development of the 2026–2027 LCAP. Across these sources, consistent themes emerged related to system coherence and communication, access and utilization of supports, student engagement and connection, and inclusive practices for diverse learners, all of which directly shaped the LCAP goals and actions.

Student feedback highlighted strong relationships with teachers and appreciation for flexible learning and available programs, while identifying a need for increased in-person events, hands-on learning opportunities, and clearer communication about available supports. Parent feedback reflected high satisfaction with programs and staff support, alongside a need for more centralized communication, greater clarity around academic progress and pathways, and expanded regional engagement opportunities. Multilingual families expressed strong satisfaction with ELD programs and tutoring, while emphasizing the need to expand access to resources, increase tutoring opportunities, and strengthen communication and engagement.

Staff feedback reinforced that GMCS has a strong foundation of programs and supports, including MTSS and intervention systems, but identified a need to streamline communication and increase awareness and utilization of available services. Staff also emphasized expanding targeted interventions, progress monitoring, and real-world learning opportunities, while continuing to strengthen inclusive supports for multilingual learners and students with disabilities. Additional input from SPED University and ELAC further highlighted the importance of relationship-based engagement, increased access to activities, and improved communication of resources and opportunities.

These themes directly influenced the development of the LCAP by reinforcing the need to strengthen communication and access (Goal 1), academic supports and progress monitoring (Goal 2), high school engagement opportunities (Goal 3), and targeted supports for multilingual learners and other student groups (Goal 4). As a result, the adopted LCAP includes actions focused on improving communication systems, increasing utilization of supports, expanding engagement opportunities, strengthening college and career readiness pathways, and enhancing services for multilingual learners.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
1	1A: Appropriately Assigned Teachers [SARC]	100%	100%	99.99%	100%	-0.01
2	1B: Access to Instructional Materials [SARC]	100%	100%	100%	100%	0
3	1C: Safe Clean and Functional Facilities [SARC]	100%	99.13%	100%	100%	0
4	2A: Implementation of Academic Standards [Local Indicator]	100%	100%	100%	100%	0
5	3A: Parent Survey Completion [Survey Completion rate]	26%	56%	36%	40%	+10

6	3C: Parent Involvement in Decision Making throughTrailblazer Community Groups and SPED Parent University Groups offered [# of offerings]	TB Community Group meetings held: 4 SPED Parent University meetings held: 31	TB Community Group meetings held: 4 SPED Parent University meetings held: 31	TB Community Group meetings held: 4 SPED Parent University meetings held: 31	TB Community Group Meetings held: minimum of 4 SPED Parent University Meetings held: 31	TB: 0 SPED U: 0
7	5A: School Attendance Rate [SIS]	99.82%	99.78%	99.3%	99%	-0.52
8	5B: Chronic Absenteeism [Dashboard]	1.14%	0.6%	0.7%	<2%	-0.44 (lower number equals improvement for this metric)
9	6A: Suspension Rate [State Reported]	0%	0%	0%	<2%	0
10	6B: Expulsion Rate [State Reported]	0%	0%	0%	<2%	0
11	6C: Percent of students that feel safe and connected to the school [Survey]	90% felt connected or neutral 98% felt safe or neutral	86% feel connected 99% feel safe	84% feel connected 96% feel safe	95% feel connected 95% feel safe	-6 feel connected -2 feel safe
12	7A: Student Enrollment and access to Broad Course of Study [Local Indicator]	100%	100%	100%	100%	0
13	7B: Programs and Services developed and provided to unduplicated students [Local Indicator]	100%	100%	100%	100%	0
14	7C: Programs and Services developed and provided to students with disabilities [Local Indicator]	100%	100%	100%	100%	0
15	SEL & Student Support % participation in SEL Supports [Department Data]	5%	7%	22%	20%	+17

Goal Analysis for 25-26

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

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

Implementation of Goal 1 actions was largely successful during the 2025–2026 school year, with strong utilization of adopted curriculum and increased educational partner engagement opportunities. Action 1.3 demonstrated successful implementation through continued use of standards-aligned, adopted curriculum and instructional resources to support student academic progress. Additionally, expenditures for Instructional Services (Action 1.9) were lower than projected as the LEA was able to provide more support through in-house staff and programs rather than contracted services.

The LEA also increased efforts to strengthen family engagement and communication through Actions 1.15, 1.16, and 1.17. Community events, increased communication outreach, and expanded field trip opportunities resulted in stronger family participation and engagement throughout the school year. These efforts supported positive relationships between families, students, and the school community.

In addition, Metric 15 demonstrated an increase in student participation in social-emotional learning (SEL) supports, indicating that students and families increasingly accessed available wellness and support services.

While implementation of the goal showed several successes, the LEA also identified areas for continued growth. Metric 5 reflected a decrease in educational partner feedback participation, indicating a need to improve survey participation and engagement strategies to ensure stronger representation of family voice in decision-making processes. Additionally, Metric 11 indicated a continued need to strengthen students' sense of connection to the school community. The LEA will continue refining engagement practices and student support opportunities to improve connectedness and participation outcomes.

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

There were no significant material differences between the budgeted expenditures and estimated actual expenditures within Goal 1. Minor variances between projected and actual expenditures occurred due to normal fluctuations in staffing, program participation, and operational costs; however, these differences did not substantially impact the overall implementation of Goal 1 actions and services.

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

The actions associated with Goal 1 have largely been effective in making progress toward creating a positive school culture through educational partner engagement, equitable access to standards-aligned instruction, and whole-child support within Granite Mountain's flex-based instructional model.

Actions 1.1–1.4, 1.9, and 1.18,1.19,1.20 focused on instructional access, academic supports, implementation of state standards, curriculum, instructional services, and equitable access to programs and services. These actions were effective in ensuring students continued to receive high-quality educational services within a personalized learning environment. Metrics M1.1 (Appropriately Assigned Teachers), M1.2 (Access to Instructional Materials), M1.4 (Implementation of Academic Standards), M1.12 (Broad Course of Study), M1.13 (Programs and Services Developed and Provided), and M1.14 (Programs and Services for Students with Disabilities) remained consistently high throughout implementation. These outcomes demonstrate that students continued to receive equitable access to rigorous academic opportunities, standards-aligned curriculum, and individualized supports aligned to their educational needs.

Actions 1.5, 1.6, 1.15, 1.16, and 1.17 focused on strengthening educational partner engagement, communication systems, community events, and experiential learning opportunities. These actions demonstrated overall effectiveness in increasing opportunities for family participation and strengthening relationships between families and the school community. Metrics M1.5 (Parent Survey Completion) and M1.6 (Parent Involvement in Decision Making) demonstrated that educational partner engagement

opportunities remained consistently available throughout the school year, including continued implementation of Trailblazer Community Groups and SPED Parent University meetings. Additionally, increased communication efforts, community events, and field trip opportunities contributed positively to family outreach and engagement. While parent survey participation remained above baseline levels, participation declined from the prior year outcome, indicating a continued need to refine communication and outreach strategies to increase family feedback and participation across all educational partner groups.

Actions 1.7, 1.8, 1.10, 1.11, and 1.12 focused on student engagement, attendance monitoring, social-emotional supports, school culture, and student wellness systems. These actions were effective in supporting positive student outcomes and maintaining a safe and supportive learning environment. Metrics M1.7 (Attendance Rate), M1.8 (Chronic Absenteeism), M1.9 (Suspension Rate), and M1.10 (Expulsion Rate) reflected continued strong performance, including exceptionally high attendance rates, low chronic absenteeism, and suspension and expulsion rates remaining at 0%. Additionally, Metric M1.11 (Percent of Students that Feel Safe and Connected to School) demonstrated that students continued to report high levels of safety within the school environment. Increased student participation in social-emotional learning (SEL) supports also indicated that students and families continued utilizing available wellness and intervention resources.

While many actions demonstrated effectiveness, Metric M1.11 also reflected a slight decline in students reporting feeling connected to the school community, indicating a continued need to strengthen relationship-building opportunities, student engagement activities, and personalized supports within the virtual and nonclassroom-based instructional model. Additionally, the decrease in Metric M1.5 survey participation demonstrated the need to continue refining educational partner outreach and communication systems to increase family voice and feedback in future years.

Overall, the grouped actions within Goal 1 have been effective in supporting equitable access, educational partner engagement, positive school climate, and student support systems. No actions have been identified as ineffective at this time; however, Granite Mountain will continue refining communication and connectedness strategies to further improve outcomes for all student groups.

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

After reflecting on the implementation and effectiveness of Goal 1 actions during the 2025–2026 school year, Granite Mountain did not make substantive changes to the planned goal, metrics, target outcomes, or actions for the coming year. The LEA determined that the current actions and metrics continue to align with the identified needs related to educational partner engagement, equitable access to standards-aligned instruction, positive school culture, and student support systems within the nonclassroom-based instructional program.

Implementation data and measurable outcomes demonstrated that the majority of Goal 1 actions continue to effectively support student access, family engagement opportunities, attendance outcomes, school safety, and instructional supports. As a result, the LEA will continue implementing the existing actions while refining outreach, communication, and student connectedness strategies through ongoing implementation practices and continuous improvement efforts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility Repairs	Our Granite Mountain facilities are used to assess students, house curriculum and records, operate a print shop, and send and receive shipments for the purpose of supporting educational, administrative, and logistical operations, as measured by annual maintenance and facility-use records.. The action will be measured by M1.3	$30,000	N
1.2	Office/Warehouse Lease	Our office provides a location for in-person professional development for teachers and houses our technology department for the purpose of supporting staff training and IT operations, as measured by attendance records and IT service logs. Our warehouse serves as the main hub for shipping, receiving, and storing educational materials and supplies for the purpose of supporting distribution and inventory management, as measured by shipping records and inventory audits.. The action will be measured by M1.3	$207,108	N
1.3	Adopted Curriculum	Granite Mountain has pre-purchased evidence-based, standards-aligned curriculum that meets students' learning modalities for textbook, online, asynchronous, and synchronous instruction for the purpose of ensuring comprehensive instructional delivery, as measured by curriculum adoption records and student learning outcomes.. The action will be measured by M1.2, M1.4, M1.13, M114, M3.7,M4.1	$500,000	N
1.4	Professional Development through Curriculum Admin Staff	Granite Mountain provides staff with professional development on universal, adopted, and custom-designed curriculum developed by our Custom Designed Curriculum department for the purpose of familiarizing teachers with instructional materials to meet individual student learning needs and increase achievement, as measured by PD attendance, teacher competency assessments, and student performance data. The action will be measured by M1.2, M.12, M1.13	$1,033,459.58	N
1.5	Staff Supported Technology and Equipment	Granite Mountain provides staff with technology support—computers, Zoom accounts, document cameras, assistive technology, and non-capitalized equipment—to support virtual teaching, professional development, staff meetings, and intervention classes, as measured by equipment inventories, help-desk logs, and usage reports. The action will be measured by M1.1, M1.2	$200,000	N
1.6	Student Technology	Every student, including English Learners, Foster Youth, and low-SES students, has access to technology devices and software that meet their academic and safety needs. Granite Mountain provides hotspots to low-SES students without internet access. Granite Mountain contracts with Charter Tech Services, which provides help-desk support to staff and students and manages procurement, monitoring, and maintenance of all schoolwide technology—including devices for unduplicated students. Devices include laptops, tablets, hotspots, printers, headphones, and computer mice. The action will be measured by M1.2	$800,000	Y
1.7	Certificated staffing: Administrators and Teachers	Our certificated staff—teachers and administrators—operate a full, comprehensive program that meets the needs of our diverse students and families. The action will be measured by M1.1, M1.2	$32,922,080.38	N
1.8	Classified Staffing	Granite Mountain employs classified staff who provide support in human resources, records, ordering, office management, logistics, paraprofessional services, and business operations. The action will be measured by M1.1	$4,878,739.73	N
1.9	Instructional Services	Granite Mountain contracts with community vendors for instructional services aligned to the twelve academic standards—including VAPA, ELA, Math, Science, CTE, and Foreign Language—and partners with SPED and general education consultants to provide additional services. This allows Granite Mountain to personalize learning for students while addressing their academic and career interests. The action will be measured by M1.1	$6,000,000	N

1.10	Student Life and Athletics Clubs and Electives Staff	Granite Mountain offers a robust set of virtual clubs and electives that broaden students' course of study. Staff who are passionate and knowledgeable in areas such as visual art, STEM, elementary literature, and community service teach these classes to enrich the learning experience for Granite Mountain students. The action will be measured by M1.2, M1.4, M1.13, M1.14	$1,896,802.06	N
1.11	Assessment Facility Rentals	Granite Mountain rents regional locations each year for SBAC and PFT assessments to provide in-person testing and supplies materials and resources to ensure an effective testing environment for staff and students.. The action will be measured by M1.3	$9,500	N
1.12	Additional Instructional Curriculum	Granite Mountain, in addition to its universal and adopted curriculum, allows teachers to assign supplemental academic materials to individualize students' learning plans and address their learning styles and needs. The action will be measured by M1.2, M1.4, M1.13, M1.14, M3.7,M4.1, M1.12, M4.6	$2,684,470	N
1.13	Instructional Materials and Supplies	Granite Mountain provides materials and supplies to all students to enhance individualized learning and ensure access to a broad course of study across all twelve academic content areas.The action will be measured by M1.2, M1.4, M1.13, M114, M3.7,M4.1	$1,625,000	N
1.14	Positive School Culture/Community Engagement/Experiential Learning Staff	Granite Mountain recognizes the need to strengthen school connection and foster a positive school culture by engaging students and families. Granite Mountain has three departments dedicated to building community and ensuring experiential learning opportunities for all students, including English Learners, Foster Youth, and low-SES students..The action will be measured by M1.1, M1.3, M1.11	$1,064,034.02	Y
1.15	Community Events	Granite Mountain hosts monthly and annual community events for students, families, and staff focused on community engagement and educational learning. The action will be measured by M1.6, M1.11	$20,000	N
1.16	Communication	Granite Mountain prioritizes timely communication with staff and parents through multiple channels: an updated website with FAQs, policies, and program descriptions for easy access, plus scheduling tools, phone services, and shipment notifications. The action will be measured by M1.5, M1.6, M4.2, M4.3	$218,333	N
1.17	Field Trips	Granite Mountain offers a wide variety of educational field trips to increase student engagement through hands-on learning and experiential opportunities, recognizing that unduplicated students benefit from multimodal instruction across diverse destinations. The action will be measured by M1.6, M1.11	$218,333	Y
1.18	Crisis/Foster Youth/Homeless Professional Development	Professional development with guest speakers provides Granite Mountain staff with insight into critical needs of students experiencing homelessness, foster youth, and crisis, and also includes PD for student wellness department leaders. .The action will be measured by M1.1, M1.2, M1.3, M1.8, M1.11, M1.13	$52,035	Y
1.19	Crisis and Wellness Staffing	Granite Mountain provides professional development with guest speakers to give staff insight into the critical needs of students experiencing homelessness, foster youth, and crisis, and also offers PD for student wellness department leadership.The action will be measured by M1.1, M1.2, M1.3, M1.8, M1.11, M1.13	$1,663,220.78	Y
1.20	Regional Assistant Directors	Granite Mountain ensures all students receive instructional support, compliance oversight, and access to a broad course of study beyond their assigned teacher; Regional Assistant Directors provide this additional support by tracking compliance and monitoring student progress. The action will be measured by M1.1	$716,200.66	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
1	**8B: ELA** Local Assessment (TK-2): *Renaissance STAR 360 Student Growth Percentile above 40 * At/Above Benchmark • All Students • African American • Socioeconomic Disadvantaged • Students with Disabilities • Hispanic [Renaissance Reports]	Fall 23- Spring 24 (SGP) Spring 24 (At/Above) **Grades TK-2nd**	Fall 24- Spring 25 (SGP) Spring 25 (At/Above) **Grades TK-2nd**	Fall 25- Spring 26 (SGP) Spring 26 (At/Above) **Grades TK-2nd**	**Target** **Grades TK-2nd**	**Difference** **Grades TK-2nd**

Sub group	+40 SGP	At/ Above
All	61%	85%
A. A.	33%	83%
SED	62%	81%
SWD	60%	53%
Hisp.	54%	83%

Sub group	+40 SGP	At/ Above
All	61%	83%
A. A.	76%	76%
SED	67%	80%
SWD	60%	45%
Hisp.	58%	85%

Sub group	+40 SGP	At/ Above
All	52%	85%
A. A.	54%	83%
SED	48%	82%
SWD	60%	67%
Hisp.	49%	85%

Sub group	+40 SGP	At/ Above
All	66%	90%
A. A.	38%	88%
SED	67%	86%
SWD	65%	58%
Hisp.	59%	88%

Sub group	+40 SGP	At/ Above
All	-9	0
A. A.	+21	0
SED	-14	+1
SWD	0	+14
Hisp.	-5	+2

<table>
<tr>
<td>2</td>
<td>8B: Math
Local Assessment (TK-2):
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Renaissance Reports]</td>
<td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)
Grades TK-2nd
<table>
<tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr>
<tr><td>All</td><td>48%</td><td>88%</td></tr>
<tr><td>A. A.</td><td>29%</td><td>86%</td></tr>
<tr><td>SED</td><td>44%</td><td>85%</td></tr>
<tr><td>SWD</td><td>50%</td><td>69%</td></tr>
<tr><td>Hisp.</td><td>50%</td><td>84%</td></tr>
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<td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)
Grades TK-2nd
<table>
<tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr>
<tr><td>All</td><td>61%</td><td>85%</td></tr>
<tr><td>A. A.</td><td>49%</td><td>71%</td></tr>
<tr><td>SED</td><td>63%</td><td>79%</td></tr>
<tr><td>SWD</td><td>47%</td><td>64%</td></tr>
<tr><td>Hisp.</td><td>59%</td><td>83%</td></tr>
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<td>Fall 25- Spring 26 (SGP)
Spring 26 (At/Above)
Grades TK-2nd
<table>
<tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr>
<tr><td>All</td><td>48%</td><td>85%</td></tr>
<tr><td>A. A.</td><td>38%</td><td>72%</td></tr>
<tr><td>SED</td><td>42%</td><td>78%</td></tr>
<tr><td>SWD</td><td>41%</td><td>71%</td></tr>
<tr><td>Hisp.</td><td>42%</td><td>83%</td></tr>
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<td>Target
Grades TK-2nd
<table>
<tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr>
<tr><td>All</td><td>53%</td><td>93%</td></tr>
<tr><td>A. A.</td><td>34%</td><td>81%</td></tr>
<tr><td>SED</td><td>49%</td><td>90%</td></tr>
<tr><td>SWD</td><td>55%</td><td>74%</td></tr>
<tr><td>Hisp.</td><td>55%</td><td>89%</td></tr>
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<td>Difference
Grades TK-2nd
<table>
<tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr>
<tr><td>All</td><td>0</td><td>-3</td></tr>
<tr><td>A. A.</td><td>+9</td><td>-14</td></tr>
<tr><td>SED</td><td>-2</td><td>-7</td></tr>
<tr><td>SWD</td><td>-9</td><td>+2</td></tr>
<tr><td>Hisp.</td><td>-8</td><td>-1</td></tr>
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3

8B: ELA

Local Assessment (3rd-5th)

(6th-8th)

*Renaissance STAR 360 Student Growth Percentile above 40

* At/Above Benchmark

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

[Renaissance Reports]

Fall 23- Spring 24 (SGP)

Spring 24 (At/Above)

Grades 3rd-5th

Sub group	+40 SGP	At/ Above
All	52%	66%
A. A.	62%	58%
SED	42%	60%
SWD	52%	33%
Hisp.	49%	59%

Grades 6th-8th

Sub group	+40 SGP	At/ Above
All	66%	67%
A. A.	63%	59%
SED	63%	60%
SWD	59%	41%
Hisp.	68%	64%

Fall 24- Spring 25 (SGP)

Spring 25 (At/Above)

Grades 3rd-5th

Sub group	+40 SGP	At/ Above
All	62%	81%
A. A.	61%	74%
SED	58%	73%
SWD	56%	56%
Hisp.	60%	76%

Grades 6th-8th

Sub group	+40 SGP	At/ Above
All	66%	69%
A. A.	65%	59%
SED	61%	64%
SWD	59%	37%
Hisp.	65%	72%

Fall 25- Spring 26 (SGP)

Spring 26 (At/Above)

Grades 3rd-5th

Sub group	+40 SGP	At/ Above
All	52%	82%
A. A.	50%	74%
SED	50%	76%
SWD	54%	53%
Hisp.	53%	82%

Grades 6th-8th

Sub group	+40 SGP	At/ Above
All	61%	84%
A. A.	63%	83%
SED	63%	81%
SWD	56%	53%
Hisp.	62%	82%

Target

Grades 3rd-5th

Sub group	+40 SGP	At/ Above
All	57%	71%
A. A.	67%	63%
SED	47%	65%
SWD	57%	38%
Hisp.	54%	64%

Grades 6th-8th

Sub group	+40 SGP	At/ Above
All	71%	72%
A. A.	68%	64%
SED	68%	65%
SWD	64%	46%
Hisp.	73%	69%

Difference

Grades 3rd-5th

Sub group	+40 SGP	At/ Above
All	0	+16
A. A.	-12	+16
SED	+8	+16
SWD	+2	+20
Hisp.	+4	+23

Grades 6th-8th

Sub group	+40 SGP	At/ Above
All	-5	+17
A. A.	0	+24
SED	0	+21
SWD	-3	+12
Hisp.	-6	+5

4

8B: Math

Local Assessment (3rd-5th Grades)

(6th-8th Grades)

*Renaissance STAR 360 Student Growth Percentile above 40

* At/Above Benchmark

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

[Renaissance Reports]

Fall 23- Spring 24 (SGP)

Spring 24 (At/Above)

Grades 3rd-5th

Sub group	+40 SGP	At/ Above
All	51%	66%
A. A.	67%	40%
SED	59%	60%
SWD	59%	31%
Hisp.	55%	61%

Grades 6th-8th

Sub group	+40 SGP	At/ Above
All	53%	73%
A. A.	47%	79%
SED	51%	73%
SWD	50%	36%
Hisp.	61%	66%

Fall 24- Spring 25 (SGP)

Spring 25 (At/Above)

Grades 3rd-5th

Sub group	+40 SGP	At/ Above
All	58%	73%
A. A.	58%	65%
SED	59%	61%
SWD	43%	40%
Hisp.	59%	65%

Grades 6th-8th

Sub group	+40 SGP	At/ Above
All	65%	76%
A. A.	60%	51%
SED	64%	59%
SWD	55%	44%
Hisp.	63%	72%

Fall 25- Spring 26 (SGP)

Spring 26 (At/Above)

Grades 3rd-5th

Sub group	+40 SGP	At/ Above
All	46%	73%
A. A.	43%	55%
SED	46%	65%
SWD	39%	44%
Hisp.	48%	73%

Grades 6th-8th

Sub group	+40 SGP	At/ Above
All	64%	77%
A. A.	61%	59%
SED	64%	71%
SWD	61%	48%
Hisp.	64%	75%

Target

Grades 3rd-5th

Sub group	+40 SGP	At/ Above
All	56%	71%
A. A.	72%	45%
SED	64%	65%
SWD	64%	36%
Hisp.	60%	66%

Grades 6th-8th

Sub group	+40 SGP	At/ Above
All	58%	78%
A. A.	52%	84%
SED	56%	78%
SWD	55%	41%
Hisp.	66%	71%

Difference

Grades 3rd-5th

Sub group	+40 SGP	At/ Above
All	-5	+7
A. A.	-24	+15
SED	-13	+5
SWD	-20	+13
Hisp.	-7	+12

Grades 6th-8th

Sub group	+40 SGP	At/ Above
All	+11	+4
A. A.	+14	-20
SED	+13	-2
SWD	+11	+12
Hisp.	+3	+9

5	**4A: ELA** SBAC (3rd-5th) (6th-8th) *Meets/Exceeds *Difference From Standard (DFS) • All Students • African American • Socioeconomic Disadvantaged • Students with Disabilities • Hispanic [Dashboard]	2022-23 Dashboard Data **Grades 3rd-5th** Sub group / % Proficient / DFS All / 38% / -30.9 A.A. / 24% / -56.7 SED / 29% / -50.8 SWD / 21% / -72.4 Hisp. / 36% / -37.0 **Grades 6th-8th** Sub group / % Proficient / DFS All / 41% / -29.0 A.A. / 27% / -38.7 SED / 33% / -53.4 SWD / 11% / -114.8 Hisp. / 39% / -36.6	2023-24 Dashboard Data **Grades 3rd-5th** Sub group / % Proficient / DFS All / 40% / -27.1 A.A. / 34% / -64.3 SED / 35% / -41.2 SWD / 18% / -65.9 Hisp. / 37% / -31.2 **Grades 6th-8th** Sub group / % Proficient / DFS All / 43% / -20.9 A.A. / 35% / -37.2 SED / 38% / -37.5 SWD / 12% / -98.3 Hisp. / 38% / -27.8	2024-25 Dashboard Data **Grades 3rd-5th** Sub group / % Proficient / DFS All / 43% / -18.6 A.A. / 23% / -57.1 SED / 37% / -32.7 SWD / 26% / -60.5 Hisp. / 40% / -25.7 **Grades 6th-8th** Sub group / % Proficient / DFS All / 49% / -11.8 A.A. / 34% / -20.9 SED / 38% / -29.2 SWD / 20% / -79.5 Hisp. / 49% / -13.6	**Target** **Grades 3rd-5th** Sub group / % Proficient / DFS All / 43% / -22 A. A. / 29% / -60 SED / 34% / -35 SWD / 26% / -60 Hisp. / 41% / -25 **Grades 6th-8th** Sub group / % Proficient / DFS All / 46% / -15 A. A. / 33% / -32 SED / 38% / -32 SWD / 16% / -93 Hisp. / 44% / -22	**Difference** **Grades 3rd-5th** Sub group / % Proficient / DFS All / +5 / +12.3 A. A. / -1 / -.4 SED / +8 / +18.1 SWD / +5 / +11.9 Hisp. / +4 / +11.3 **Grades 6th-8th** Sub group / % Proficient / DFS All / +8 / +17.2 A. A. / +7 / +17.8 SED / +5 / +24.2 SWD / +9 / +35.3 Hisp. / +10 / +23

6

4A: Math

SBAC

(3rd-5th)

(6th-8th)

*% Proficient

*Difference From Standard (DFS)

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

[Dashboard]

2022-23 Dashboard Data

Grades 3rd-5th

Sub group	% Proficient	DFS
All	28%	-59.2
A.A.	24%	-92.7
SED	19%	-81.2
SWD	16%	-100.6
Hisp.	26%	-64.8

Grades 6th-8th

Sub group	% Proficient	DFS
All	21%	-89.1
A.A.	24%	-97.1
SED	12%	-116.4
SWD	6%	-179.4
Hisp.	17%	-102.7

2023-24 Dashboard Data

Grades 3rd-5th

Sub group	% Proficient	DFS
All	31%	-49.5
A.A.	21%	-92.7
SED	26%	-63.1
SWD	11%	-109.1
Hisp.	26%	-56.2

Grades 6th-8th

Sub group	% Proficient	DFS
All	25%	-72.2
A.A.	17%	-118.0
SED	22%	-91.4
SWD	4%	-148.6
Hisp.	20%	-83.8

2024-25 Dashboard Data

Grades 3rd-5th

Sub group	% Proficient	DFS
All	30%	-47.0
A.A.	10%	-75.2
SED	23%	-61.8
SWD	10%	-109.6
Hisp.	22%	-58.7

Grades 6th-8th

Sub group	% Proficient	DFS
All	32%	-55.1
A.A.	15%	-107.5
SED	24%	-75.8
SWD	10%	-140.7
Hisp.	28%	-64.1

Target

Grades 3rd-5th

Sub group	% Proficient	DFS
All	33%	-44
A. A.	29%	-87
SED	24%	-58
SWD	21%	104
Hisp.	31%	-51

Grades 6th-8th

Sub group	% Proficient	DFS
All	26%	-67
A. A.	29%	-113
SED	17%	-86
SWD	11%	-143
Hisp.	22%	-78

Difference

Grades 3rd-5th

Sub group	% Proficient	DFS
All	+2	+12.2
A. A.	-14	+17.5
SED	+4	+19.4
SWD	-6	-9
Hisp.	-4	+6.1

Grades 6th-8th

Sub group	% Proficient	DFS
All	+11	+34
A. A.	-9	-10.4
SED	+12	+40.6
SWD	+4	+38.7
Hisp.	+11	+38.6

7	**4A: Science** CAST Grade 5 Grade 8 Grade 11 *% Proficient • All Students • African American • Socioeconomic Disadvantaged • Students with Disabilities • Hispanic [TOMS Report]	2022-23 Dashboard Data **Grade 5** Sub group / % Proficient All 30% A.A. 21% SED 22% SWD 13% Hispanic 29% **Grade 8** Sub group / % Proficient All 31% A.A. 14% SED 17% SWD 9% Hispanic 26% **Grade 11** Sub group / % Proficient All 26% A.A. 0% SED 22% SWD 18% Hispanic 22%	2023-24 Dashboard Data **Grade 5** Sub group / % Proficient All 32% A.A. 28% SED 30% SWD 16% Hispanic 35% **Grade 8** Sub group / % Proficient All 26% A.A. 9% SED 24% SWD 16% Hispanic 35% **Grade 11** Sub group / % Proficient All 40% A.A. 60% SED 40% SWD 27% Hispanic 42%	2024-25 Dashboard Data **Grade 5** Sub group / % Proficient All 34% A.A. 0% SED 27% SWD 17% Hispanic 29% **Grade 8** Sub group / % Proficient All 36% A.A. 34% SED 26% SWD 9% Hispanic 31% **Grade 11** Sub group / % Proficient All 53% A.A. 20% SED 44% SWD 13% Hispanic 51%	**Target** **Grade 5** Sub group / % Proficient All 35% A.A. 26% SED 27% SWD 18% Hispanic 34% **Grade 8** Sub group / % Proficient All 36% A.A. 19% SED 22% SWD 14% Hispanic 31% **Grade 11** Sub group / % Proficient All 31% A.A. 5% SED 27% SWD 23% Hispanic 27%	**Difference** **Grade 5** Sub group / % Proficient All +4 A. A. -21 SED +5 SWD +4 Hisp. 0 **Grade 8** Sub group / % Proficient All +5 A. A. +20 SED +9 SWD 0 Hisp. +5 **Grade 11** Sub group / % Proficient All +27 A. A. +20 SED +22 SWD -5 Hisp. +29

8	2A: Intervention Services: % students met tier 2 intervention goal • Reading • Math • Writing [Department Data]	2023-24 • Reading 60% • Math 65% • Writing 70%	2024-25 • Reading: 56% • Math: 70% • Writing: 48% : Writing students did have 20% growth.	2025-26 • Reading: 59% • Math: 70% • Writing: 62%	**Target** • Reading 70% • Math 70% • Writing 70%	**Difference** • Reading: -1 • Math: +5 • Writing: -8
9	2A: Special education % students on track to meet IEP goals: • Reading • Math • Writing [Department Data]	2023-24 • Reading: 67% • Math: 59% • Writing: 62%	2024-25 • Reading: 63% • Math: 63% • Writing: 63%	2025-26 • Reading: 76% • Math: 76% • Writing: 73%	**Target** • Reading: 70% • Math: 62% • Writing: 66%	**Difference** • Reading: +9 • Math: +17 • Writing: +11

Goal Analysis for 25-26

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

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

Goal 2 actions were implemented substantially as planned, with no major differences between the intended actions and actual implementation during the year. Granite Mountain Charter School successfully implemented key actions focused on increasing academic achievement through expanded curriculum access, targeted intervention support, and staffing resources. Actions 2.1 (Universal Curriculum Access), 2.4 (Targeted Academic Intervention), and 2.7 (Staffing and Student Support Services) were particularly successful in supporting improved student outcomes across multiple academic metrics identified in Goal 2.

The continued implementation of Action 2.1 ensured that students had consistent access to standards-aligned curriculum, supplemental instructional materials, and intervention resources necessary to support individualized learning needs within the school's flex-based instructional program. Increased access to curriculum and instructional supports contributed to improvements across several assessment metrics, including STAR 360 benchmark growth and CAASPP performance among identified student groups.

Action 2.4 provided expanded intervention opportunities and targeted academic support for students identified as needing additional assistance. Intervention implementation contributed to measurable academic growth for many students, particularly through individualized support plans, ongoing progress monitoring, and increased teacher engagement with struggling students. Additionally, Action 2.7 supported implementation through appropriate staffing levels, credentialed teacher support, intervention personnel, and academic guidance services, which collectively strengthened the school's ability to provide timely and individualized support to students and families.

Overall, most Goal 2 metrics demonstrated improvement during the reporting period. Metrics 1–6 reflected positive trends in student achievement data, including subgroup performance growth among Hispanic students, socioeconomically disadvantaged students, students with disabilities, and other identified student populations. These improvements indicate that the planned academic supports and interventions were effective in increasing student access and achievement opportunities.

While implementation was successful overall, continued focus in several areas would further strengthen outcomes. Metric 8, focused on writing intervention performance, remains an area for continued refinement and instructional emphasis. Although students demonstrated growth in writing skills, additional focus on consistent writing

intervention strategies and progress monitoring would help improve overall performance outcomes. Additionally, deeper analysis of student performance data for African American students across Metrics 1–6 would support more targeted intervention planning and help strengthen achievement outcomes for this subgroup moving forward.

Overall, Goal 2 actions were effectively implemented and aligned closely with the original plan. The successful implementation of curriculum access, intervention supports, and staffing resources contributed to improved academic performance and continued progress toward increasing student achievement for all students.

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

There were no material differences between the budgeted expenditures and estimated actual expenditures for Goal 2. Minor variances occurred due to routine adjustments in staffing, intervention services, student participation levels, and instructional support needs throughout the school year; however, these differences did not substantially impact the implementation of Goal 2 actions and services.

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

The actions and services within Goal 2 have largely been effective in making progress toward increasing student achievement through MTSS implementation, progress monitoring, intervention supports, and curriculum effectiveness in English Language Arts, Math, and Science. Actions 2.1 (Universal Curriculum), 2.2 (Renaissance Suite), 2.3 (Student Achievement Professional Development), 2.5 (Universal Tutoring Access), 2.6 (Learning Ally), and 2.8 (Nearpod for ELA/Math/Science) supported universal access to standards-aligned curriculum, benchmark assessments, intervention tools, and instructional supports across all grade spans. These actions contributed to overall improvement trends across local benchmark and CAASPP assessments, particularly in ELA achievement and subgroup performance. Metrics M2.1–M2.7 demonstrated growth in multiple student groups, including African American students, socioeconomically disadvantaged students, Hispanic students, and students with disabilities.

In ELA local assessment data (M2.1 and M2.3), students demonstrated strong growth in benchmark performance across grade spans. In grades 3–5, students performing at or above benchmark increased from 66% to 82% for All Students, while Hispanic students increased from 59% to 82%, and students with disabilities increased from 33% to 53%. In grades 6–8, students at or above benchmark increased from 67% to 84% for All Students, with African American students increasing from 59% to 83%, socioeconomically disadvantaged students increasing from 60% to 81%, and Hispanic students increasing from 64% to 82%.

CAASPP ELA results (M2.5) also reflected substantial improvement across multiple subgroups. In grades 6–8, All Students improved from -29 DFS to -11.8 DFS, while Hispanic students improved from -36.6 DFS to -13.6 DFS and students with disabilities improved from -114.8 DFS to -79.5 DFS. Grades 3–5 also demonstrated notable growth, with All Students improving from -30.9 DFS to -18.6 DFS and socioeconomically disadvantaged students improving from -50.8 DFS to -32.7 DFS.

Actions 2.4 (Intervention Curriculum and Progress Monitoring Resources) and 2.7 (Intervention/SST Staffing) were particularly effective in strengthening MTSS systems, intervention delivery, and targeted academic support services. These actions contributed to improved intervention outcomes and stronger special education progress monitoring. Metric M2.8 demonstrated that 70% of students met math intervention goals, while writing intervention outcomes improved from 48% to 62% of students meeting intervention goals. Although writing intervention performance remained below the 70% target, students continued to demonstrate measurable growth through intervention participation. Additionally, Metric M2.9 reflected significant gains in special education student progress toward IEP goals, with reading increasing from 67% to 76%, math increasing from 59% to 76%, and writing increasing from 62% to 73%.

Math achievement data (M2.2, M2.4, and M2.6) also demonstrated areas of academic growth, particularly in middle school and subgroup performance. CAASPP Math results for grades 6–8 showed All Students improving from -89.1 DFS to -55.1 DFS, socioeconomically disadvantaged students improving from -116.4 DFS to -75.8 DFS, and Hispanic students improving from -102.7 DFS to -64.1 DFS. Additionally, students with disabilities in grades 6–8 improved proficiency rates from 6% to 10% and improved DFS by 38.7 points. Science achievement (M2.7) also reflected positive trends, particularly at Grade 11, where overall proficiency increased from 26% to 53%, and Hispanic student proficiency increased from 22% to 51%.

While the majority of actions demonstrated effectiveness, data analysis also identified continued areas for growth. African American student performance in several math indicators, particularly elementary math benchmark and CAASPP metrics, declined compared to prior years, indicating a need for deeper subgroup data analysis and targeted intervention planning. Additionally, although writing intervention outcomes improved from the prior year, Metric M2.8 remained below target levels, demonstrating

the need to continue strengthening writing intervention systems and supports. Granite Mountain will continue refining MTSS implementation, intervention practices, and subgroup analysis processes to further accelerate student achievement outcomes for all student groups.

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

After reflecting on the implementation and effectiveness of Goal 2 actions during the 2025–2026 school year, Granite Mountain did not make substantive changes to the planned goal, actions, or target outcomes for the coming year. The LEA determined that the current actions and supports continue to align with the identified needs related to student academic achievement, intervention services, MTSS implementation, and equitable access to standards-aligned instruction within the flex-based instructional program.

The primary revision made for the 2026–2027 school year was within the CAASPP metrics in Metrics M2.5 and M2.6. The LEA revised the reporting methodology from tracking “Difference from California” to tracking “Difference From Standard (DFS)” in order to align more closely with standard California LCAP reporting practices and Dashboard methodologies. This adjustment allows for clearer analysis of student performance trends and improved alignment with state accountability measures while maintaining consistency in evaluating student achievement outcomes over time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Universal Curriculum	Granite Mountain provides all students with universal access to digital curriculum via the Clever platform upon enrollment, covering reading, math, science, social studies, SEL, and electives. The action will be measured by M1.2, M1.4, M1.12, M1.13, M1.14, M1.15	$178,508.36	Y
2.2	Renaissance Suite	Granite Mountain's Renaissance Suite contract supports students through STAR 360, our local benchmark assessment administered twice yearly to measure growth and identify tiered intervention needs; students who set growth goals may take a third benchmark. The suite also includes Freckle Math and ELA for Tier 1 intervention, MyOn Reader for digital library access, Accelerated Reader for reading comprehension assessments, and professional development for Granite Mountain teachers to optimize platform use. The action will be measured by M2.1, M 2.2, M1.3, M1.4, M 3.1, M3.2, M4.7, M4.8	$133,769.60	N
2.3	Student Achievement Professional Development	Granite Mountain focuses on professional development to help teachers analyze assessment data, identify learning gaps, and implement Tier 1 and Tier 2 ELA supports to increase student achievement, and plans dedicated PD for the assessment team, student support team, and select administrators to better support teachers in meeting students' ELA needs. The action will be measured by M1.1, M1.2, M.12, M1.13	$45,490	N
2.4	Intervention Curriculum and Progress Monitoring Resources	Granite Mountain Intervention Coordinators provide weekly Tier 2 reading and writing instruction to students identified by benchmark scores, SBAC results, and daily assignments, using evidence-based ELA materials aligned with the Student Study Team process; SST Coordinators also use the Beyond SST platform for equitable progress monitoring and data collection. The action will be measured by M1.1, M1.2, M1.4, M1.12, M1.13, M1.14	$12,884	Y
2.5	Universal Tutoring Access	Granite Mountain has experienced growth and recognizes the need for tutoring as part of Tier 1 supports; because many families request universal access—including evenings and weekends—we contract with tutoring vendors to provide high-quality tutoring to all Granite Mountain students.The action will be measured by M1.1, M1.2, M1.4, M1.12, M1.13, M1.14,M4.8	$8,000	N
2.6	Learning Ally	Granite Mountain utilizes online platforms such as Freckle Reading and Learning Ally to support students in closing learning gaps and improving achievement on local and statewide ELA assessments. The action will be measured by M1.1, M1.2, M1.4, M1.12, M1.13, M1.14	$3599	N
2.7	Intervention/SST Staffing	Granite Mountain provides tiered virtual direct instruction in reading and writing through Intervention Coordinators, offering Tier 1 and Tier 2 support to EL, Foster Youth, and low-SES students to address learning gaps and individual needs; coordinators also help RFEP EL students maintain academic growth after reclassification. The action will be measured by M1.1, M1.2, M1.4, M1.12, M1.13, M1.14, M4.8	$1,867,445.60	Y
2.8	Nearpod for ELA/Math/Science	Granite Mountain's live virtual instructional teams use Nearpod to deliver targeted ELA lessons aligned to students' local benchmark reports, providing meaningful direct instruction to raise achievement and additional support for EL, Foster Youth, and low-SES students. The action will be measured by M1.1, M1.2, M1.4, M1.12, M1.13, M1.14	$3252	N

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline
2023-2024</th><th>Year 1 Outcome
2024-2025</th><th>Year 2 Outcome
2025-2026</th><th>Target for Year 3 Outcome
2026-2027</th><th>Current Difference from Baseline</th></tr>
<tr>
<td>1</td>
<td>8B: ELA
Local Assessment (9th-11th):
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Renaissance Report]</td>
<td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>60%</td><td>67%</td></tr>
<tr><td>A. A.</td><td>50%</td><td>59%</td></tr>
<tr><td>SED</td><td>58%</td><td>60%</td></tr>
<tr><td>SWD</td><td>59%</td><td>41%</td></tr>
<tr><td>Hisp.</td><td>59%</td><td>64%</td></tr>
</table>
</td>
<td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>67%</td><td>87%</td></tr>
<tr><td>A. A.</td><td>74%</td><td>83%</td></tr>
<tr><td>SED</td><td>68%</td><td>85%</td></tr>
<tr><td>SWD</td><td>70%</td><td>56%</td></tr>
<tr><td>Hisp.</td><td>75%</td><td>83%</td></tr>
</table>
</td>
<td>Fall 25- Spring 26 (SGP)
Spring 26 (At/Above)
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>67%</td><td>88%</td></tr>
<tr><td>A. A.</td><td>81%</td><td>88%</td></tr>
<tr><td>SED</td><td>65%</td><td>88%</td></tr>
<tr><td>SWD</td><td>65%</td><td>59%</td></tr>
<tr><td>Hisp.</td><td>62%</td><td>82%</td></tr>
</table>
</td>
<td>Target
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>65%</td><td>72%</td></tr>
<tr><td>A. A.</td><td>55%</td><td>64%</td></tr>
<tr><td>SED</td><td>63%</td><td>65%</td></tr>
<tr><td>SWD</td><td>64%</td><td>46%</td></tr>
<tr><td>Hisp.</td><td>64%</td><td>69%</td></tr>
</table>
</td>
<td>Difference
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>+7</td><td>+21</td></tr>
<tr><td>A. A.</td><td>+31</td><td>+29</td></tr>
<tr><td>SED</td><td>+7</td><td>+28</td></tr>
<tr><td>SWD</td><td>+6</td><td>+18</td></tr>
<tr><td>Hisp.</td><td>+3</td><td>+18</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr>
<td>2</td>
<td>8B: Math
Local Assessment (9th-11th):
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Renaissance Report]</td>
<td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>63%</td><td>73%</td></tr>
<tr><td>A. A.</td><td>25%</td><td>79%</td></tr>
<tr><td>SED</td><td>56%</td><td>73%</td></tr>
<tr><td>SWD</td><td>58%</td><td>36%</td></tr>
<tr><td>Hisp.</td><td>62%</td><td>66%</td></tr>
</table></td>
<td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>78%</td><td>82%</td></tr>
<tr><td>A. A.</td><td>81%</td><td>80%</td></tr>
<tr><td>SED</td><td>79%</td><td>79%</td></tr>
<tr><td>SWD</td><td>68%</td><td>42%</td></tr>
<tr><td>Hisp.</td><td>81%</td><td>74%</td></tr>
</table></td>
<td>Fall 25- Spring 26 (SGP)
Spring 26 (At/Above)
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>67%</td><td>84%</td></tr>
<tr><td>A. A.</td><td>71%</td><td>77%</td></tr>
<tr><td>SED</td><td>66%</td><td>84%</td></tr>
<tr><td>SWD</td><td>61%</td><td>58%</td></tr>
<tr><td>Hisp.</td><td>64%</td><td>80%</td></tr>
</table></td>
<td>Target
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>68%</td><td>78%</td></tr>
<tr><td>A. A.</td><td>29%</td><td>84%</td></tr>
<tr><td>SED</td><td>61%</td><td>78%</td></tr>
<tr><td>SWD</td><td>63%</td><td>41%</td></tr>
<tr><td>Hisp.</td><td>67%</td><td>71%</td></tr>
</table></td>
<td>Difference
Grades 9th-11th
<table>
<tr><th>Sub group</th><th>+40 SGP</th><th>At/ Above</th></tr>
<tr><td>All</td><td>+4</td><td>+11</td></tr>
<tr><td>A. A.</td><td>+46</td><td>-2</td></tr>
<tr><td>SED</td><td>+10</td><td>+11</td></tr>
<tr><td>SWD</td><td>+3</td><td>+22</td></tr>
<tr><td>Hisp.</td><td>+2</td><td>+14</td></tr>
</table></td>
</tr>
<tr>
<td>3</td>
<td>4A: ELA
SBAC (11th grade)
*% Proficient
*Difference From Standard (DFS)
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Dashboard]</td>
<td>2022-23 Dashboard Data
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>DFS</th></tr>
<tr><td>All</td><td>52%</td><td>-5</td></tr>
<tr><td>A.A.</td><td>75%</td><td>+51</td></tr>
<tr><td>SED</td><td>47%</td><td>-20.9</td></tr>
<tr><td>SWD</td><td>14%</td><td>-114.8</td></tr>
<tr><td>Hisp.</td><td>46%</td><td>-16.7</td></tr>
</table></td>
<td>2023-24 Dashboard Data
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>DFS</th></tr>
<tr><td>All</td><td>57%</td><td>+7.6</td></tr>
<tr><td>A.A.</td><td>67%</td><td>+5.8</td></tr>
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<tr><td>Hisp.</td><td>60%</td><td>+19</td></tr>
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<td>2024-25 Dashboard Data
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>DFS</th></tr>
<tr><td>All</td><td>65%</td><td>31.7</td></tr>
<tr><td>A.A.</td><td>40%</td><td>-32.6</td></tr>
<tr><td>SED</td><td>56%</td><td>7.8</td></tr>
<tr><td>SWD</td><td>34%</td><td>-61.8</td></tr>
<tr><td>Hisp.</td><td>64%</td><td>15.5</td></tr>
</table></td>
<td>Target
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>DFS</th></tr>
<tr><td>All</td><td>57%</td><td>+14</td></tr>
<tr><td>A.A.</td><td>80%</td><td>+11</td></tr>
<tr><td>SED</td><td>52%</td><td>-3</td></tr>
<tr><td>SWD</td><td>19%</td><td>-40</td></tr>
<tr><td>Hisp.</td><td>51%</td><td>+24</td></tr>
</table></td>
<td>Difference
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>DFS</th></tr>
<tr><td>All</td><td>+13</td><td>+36.77</td></tr>
<tr><td>A. A.</td><td>-35</td><td>-83.6</td></tr>
<tr><td>SED</td><td>+9</td><td>+28.7</td></tr>
<tr><td>SWD</td><td>+20</td><td>+53</td></tr>
<tr><td>Hisp.</td><td>+18</td><td>+32.2</td></tr>
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</tr>
</table>

<table>
<tr>
<td>4</td>
<td>4A: Math
SBAC (11th grade)
*% Proficient
*Difference From Standard (DFS)
• All Students
• African American
• Socioeconomic Disadvantaged
• Students with Disabilities
• Hispanic
[Dashboard]</td>
<td>2022-23 Dashboard Data
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>DFS</th></tr>
<tr><td>All</td><td>19%</td><td>-117.1</td></tr>
<tr><td>A.A.</td><td>25%</td><td>-207</td></tr>
<tr><td>SED</td><td>13%</td><td>-133.0</td></tr>
<tr><td>SWD</td><td>7%</td><td>-198.8</td></tr>
<tr><td>Hisp.</td><td>17%</td><td>-131.4</td></tr>
</table></td>
<td>2023-24 Dashboard Data
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>DFS</th></tr>
<tr><td>All</td><td>26%</td><td>-85.6</td></tr>
<tr><td>A.A.</td><td>50%</td><td>-70.0</td></tr>
<tr><td>SED</td><td>25%</td><td>-102.4</td></tr>
<tr><td>SWD</td><td>9%</td><td>-155.0</td></tr>
<tr><td>Hisp.</td><td>20%</td><td>-101.5</td></tr>
</table></td>
<td>2024-25 Dashboard Data
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>DFS</th></tr>
<tr><td>All</td><td>34%</td><td>-55.0</td></tr>
<tr><td>A.A.</td><td>20%</td><td>-126.2</td></tr>
<tr><td>SED</td><td>39%</td><td>-59.7</td></tr>
<tr><td>SWD</td><td>4%</td><td>-194.0</td></tr>
<tr><td>Hisp.</td><td>31%</td><td>-75.1</td></tr>
</table></td>
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Grade 11
<table>
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<tr><td>All</td><td>24%</td><td>-80</td></tr>
<tr><td>A.A.</td><td>30%</td><td>-65</td></tr>
<tr><td>SED</td><td>18%</td><td>-97</td></tr>
<tr><td>SWD</td><td>12%</td><td>-150</td></tr>
<tr><td>Hisp.</td><td>23%</td><td>-96</td></tr>
</table></td>
<td>Difference
Grade 11
<table>
<tr><th>Sub group</th><th>% Proficient</th><th>DFS</th></tr>
<tr><td>All</td><td>+15%</td><td>+62.1</td></tr>
<tr><td>A.A.</td><td>-5%</td><td>+80.8</td></tr>
<tr><td>SED</td><td>+26%</td><td>+73.3</td></tr>
<tr><td>SWD</td><td>-3%</td><td>+4.8</td></tr>
<tr><td>Hisp.</td><td>+14%</td><td>+56.3</td></tr>
</table></td>
</tr>
<tr>
<td>5</td>
<td>4E: # of students who have passed an AP Exam with 3+
[College Board]</td>
<td>2022-23: 0 students</td>
<td>2023-24: 0</td>
<td>2024-25: 0</td>
<td>2 students</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>4F: A-G completion %
[Dashboard]</td>
<td>2022-23: 19.9%</td>
<td>2023-24: 16.94%</td>
<td>2024-25: 25%</td>
<td>23%</td>
<td>+5.1</td>
</tr>
<tr>
<td>7</td>
<td>4G: # of students who have completed a CTE Pathway
[Dashboard]</td>
<td>2022-23: 0 students</td>
<td>2023-24: 1 student</td>
<td>2024-25: 5 students</td>
<td>5 students</td>
<td>+5</td>
</tr>
<tr>
<td>8</td>
<td>4H: A-G and CTE Pathway completion %
[Dashboard]</td>
<td>2022-23: 0%</td>
<td>2023-24: 0%</td>
<td>2024-25: 2.3%</td>
<td>6%</td>
<td>+2.3</td>
</tr>
<tr>
<td>9</td>
<td>4I: % of students demonstrating college preparedness per the EAP
[Dashboard]</td>
<td>23-24 School Year:
ELA: 60% Participation
52% Prepared

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

MATH: 55.65% Participation
21.74% Prepared</td>
<td>24-25 School Year:
ELA: 71.62% Participation
68.87% Prepared

MATH: 61.22% Participation
35.56% Prepared</td>
<td>Target
ELA: 66% Participation
58% Prepared

MATH: 62% Participation
26% Prepared</td>
<td>Difference
ELA:
+11.62 Participation
+16.87 Prepared

MATH:
+5.22 Participation
+15.56 Prepared</td>
</tr>
</table>

10	5C: Middle School Dropout Rate [SIS]	2022-23: 0.08%	2023-24: 0.31%	2024-25: 0.4%	<2%	-0.32
11	5D: High School Dropout Rate [SIS]	2022-23: 6.25%	2023-24: 0.47%	2024-25: 0.1%	<8%	+6.15
12	5E: Graduation Rate [Dashboard]	2022-23: 88.19%	2023-24: 91.13%	2024-25: 93.9%	92%	+5.71
13	8A: Students engaged in concurrent enrollment [SIS]	2023-24: 137 Students	2024-25: 168 Students	2025-26: 171	147 students	+34
14	8A: % of students enrolled in AG core courses [SIS]	2023-24: 98%	2024-25: 96%	2025-26: 97%	98%	-1%
15	8A: Students participating in CTE classes	2023-24: 44 students	2024-25: 91 Students	2025-26: 181	50 students	+137

Goal Analysis for 25-26

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

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

Implementation of Goal 3 actions during the 2025–2026 school year was highly successful and aligned closely with the planned actions and services outlined in the LCAP. There were no substantive differences between the planned actions and actual implementation. Granite Mountain successfully implemented Actions 3.2 (College and Career Staffing), 3.3 (CTE Staffing), and 3.4 (High School Achievement Staffing) to provide expanded academic, counseling, workforce development, and intervention supports focused on increasing postsecondary readiness and improving outcomes for high school students. These actions contributed to stronger student engagement in college and career readiness opportunities, including concurrent enrollment, CTE pathways, graduation support systems, and personalized academic planning.

Implementation successes were reflected in strong high school academic outcomes and increased participation in college and career readiness opportunities across multiple student groups. Expanded staffing and supports helped strengthen systems for monitoring student progress, supporting graduation pathways, increasing access to workforce development opportunities, and improving overall student achievement. The continued implementation of MTSS supports and personalized interventions through the High School Achievement department also contributed positively to student success and engagement within the flex-based instructional program.

While implementation was largely successful, the LEA identified a continued area for growth related to increasing student participation in Advanced Placement (AP) coursework and AP exam participation. Granite Mountain will continue focusing on expanding awareness of AP opportunities, strengthening student support systems for advanced coursework, and increasing participation in rigorous college-level academic pathways in future years.

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

There were no material differences between the budgeted expenditures and estimated actual expenditures for Goal 3. Minor variances occurred due to routine adjustments in staffing, student participation levels, and implementation needs throughout the school year; however, these differences did not substantially impact the implementation of Goal 3 actions and services.

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

The actions associated with Goal 3 have largely been effective in increasing college and career readiness outcomes, improving high school academic achievement, and expanding postsecondary opportunities for students within Granite Mountain's flex-based instructional program.

Actions 3.1, 3.2, and 3.4 focused on increasing high school academic achievement through expanded curriculum access, academic intervention supports, college and career counseling, and individualized graduation planning. These actions demonstrated strong effectiveness in supporting student growth across both local and state assessment metrics. Metrics M1 and M2 reflected improvement in Renaissance STAR 360 ELA and Math benchmark performance across grades 9–11 and multiple student groups. In ELA, all students performing at or above benchmark increased from 67% to 88%, while African American students increased from 59% to 88%, socioeconomically disadvantaged students increased from 60% to 88%, and students with disabilities increased from 41% to 59%. In Math, all students performing at or above benchmark increased from 73% to 84%, while Hispanic students increased from 66% to 80% and students with disabilities increased from 36% to 58%.

CAASPP outcomes in Metrics M3 and M4 also demonstrated continued progress in high school academic achievement. In Grade 11 ELA, all students improved from -5 DFS to +31.7 DFS, while Hispanic students improved from -16.7 DFS to +15.5 DFS and socioeconomically disadvantaged students improved from -20.9 DFS to +7.8 DFS. In Grade 11 Math, all students improved from -117.1 DFS to -55.0 DFS, while socioeconomically disadvantaged students improved from -133.0 DFS to -59.7 DFS and Hispanic students improved from -131.4 DFS to -75.1 DFS. These gains demonstrate that the academic intervention systems, staffing supports, and individualized student monitoring implemented through Goal 3 actions positively impacted student achievement outcomes.

Actions 3.2 and 3.3 focused specifically on expanding college and career readiness opportunities, including concurrent enrollment, CTE pathway access, workforce development opportunities, and postsecondary planning supports. These actions demonstrated strong effectiveness across several college and career readiness metrics. Metric M6 reflected an increase in A–G completion rates from 19.9% to 25%, while Metric M7 showed growth in students completing a CTE pathway from 0 students to 5 students. Metric M12 demonstrated continued improvement in the graduation rate, increasing from 88.19% to 93.9%. Additionally, Metric M15 reflected substantial growth in student participation in CTE courses, increasing from 44 students to 181 students. These outcomes indicate that expanded staffing, individualized guidance, and increased access to career pathway opportunities have positively supported student preparedness for postsecondary education and career opportunities.

Metric M9 also demonstrated increased college preparedness through improved EAP participation and preparedness rates in both ELA and Math. ELA preparedness increased from 52% to 68.87%, while Math preparedness increased from 20% to 35.56%. These improvements further support the effectiveness of the college and career readiness systems implemented through Goal 3 actions.

While the majority of Goal 3 actions demonstrated effectiveness, the LEA identified Advanced Placement participation and AP exam completion as an area requiring continued growth. Metric M5 demonstrated that no students earned a qualifying AP exam score during the reporting period, indicating a continued need to strengthen awareness of AP opportunities, increase enrollment in advanced coursework, and provide additional supports for students participating in AP classes and exams.

Overall, the grouped actions within Goal 3 have been effective in increasing student achievement, graduation readiness, college preparedness, and career pathway participation. The majority of identified metrics demonstrated measurable improvement, indicating that the actions and services associated with Goal 3 continue to positively support postsecondary readiness outcomes for students.

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

After reflecting on the implementation and effectiveness of Goal 3 actions during the 2025–2026 school year, Granite Mountain did not make substantive changes to the planned goal, actions, or target outcomes for the coming year. The LEA determined that the current actions and supports continue to align with the identified needs related to college and career readiness, graduation outcomes, academic achievement, and postsecondary preparation within the flex-based instructional program.

The primary revision made for the 2026–2027 school year was within the CAASPP metrics in Metrics M3 and M4. The LEA revised the reporting methodology from tracking “Difference from California” to tracking “Difference From Standard (DFS)” in order to align more closely with standard California LCAP reporting practices and Dashboard methodologies. This adjustment allows for clearer analysis of student performance trends and improved alignment with state accountability measures while maintaining consistency in evaluating student achievement outcomes over time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College and Career Professional Development	Granite Mountain will continue professional development for high school leaders and teachers in college- and career-readiness and will expand opportunities for college fairs and career exploration. The Secondary Education Division will strengthen College and Career indicators by increasing courses that are (1) college-credit eligible, (2) A–G approved, (3) Advanced Placement (AP), and (4) CTE pathway-aligned. The action will be measured by M1.1, M1.12, M4.5, M4.6, M4.7, M4.8, M4.9, M4.11, M4.12, M4.13, M4.14, M4.15	$45,490	N
3.2	College and Career Staffing	Granite Mountain is expanding direct support for students in concurrent enrollment to ensure equitable access and reduce participation barriers, which will increase CCI preparedness and improve postsecondary outcomes. The action will be measured by M1.1, M1.12, M4.5, M4.6, M4.7, M4.8, M4.9, M4.11, M4.12, M4.13, M4.14, M4.15	$1,035,597.48	Y
3.3	CTE Staffing	Granite Mountain is refining its Workforce Development department to expand Career Technical Education across five pathways; each pathway will include instruction, vendor partnerships, hands-on opportunities, and concurrent enrollment. Based on partner feedback, Granite Mountain is refining CTE offerings to provide vocational expertise for unduplicated students and pursuing community partnerships for internships and pre-apprenticeships.The action will be measured by M1.1, M1.12, M4.5, M4.6, M4.7, M4.8, M4.9, M4.11, M4.12, M4.13, M4.14, M4.15	$547,966.58	Y
3.4	High School Achievement Staffing	Granite Mountain is enhancing its High School Achievement department through an MTSS model to personalize graduation pathways and support students—including many transfer and low-SES students—who are credit-deficient and at risk of not graduating in four years. Granite Mountain believes MTSS will improve teacher and student support, increase the four-year graduation rate, reduce dropouts, and has dedicated staff to ensure program success. The action will be measured by M1.1, M1.12, M4.5, M4.6, M4.7, M4.8, M4.9, M4.11, M4.12, M4.13, M4.14, M4.15	$731,960.20 Learning Recovery Emergency Block Grant	N

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
1	2B: English Learner Access to CA and ELD standards [Local Indicators]	100%	100%	100%	100%	0
2	3A: % participation in Multilingual Survey	31%	48%	62%	50%	+31
3	3B: Parent Involvement in Decision Making through ELAC [ELAC Agendas]	ELAC Meetings held: 4	ELAC Meetings held: 4	ELAC Meetings held: 4	4	0
4	4C: % English Learners Improving on ELPAC (ELPI) [Dashboard]	2022-23: 40% **Changed from 35% to denote the percent of students that showed improvement not proficiency	2023-24: 51.4% **Changed from 36% to denote the percent of students that showed improvement not proficiency	2024-25: 65.6%	50%	+25.6
5	4D: EL Reclassification Rate	2022-23: 0%	2023-24: 2.1%	2024-25 school year 43%	15%	+43

<table>
<tr><td>6</td><td>7B: % of students engaged in ELD classes and activities
[student participation]</td><td>25%</td><td>67%</td><td>83%</td><td>55%</td><td>+58</td></tr>
<tr><td>7</td><td>8B: ELA
Local Assessment (EL):
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark</td><td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>55%</td><td>32%</td></tr></table></td><td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>67%</td><td>77%</td></tr></table></td><td>Fall 25- Spring 26 (SGP)
Spring 26 (At/Above)<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>60%</td><td>57%</td></tr></table></td><td>Target<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>58%</td><td>37%</td></tr></table></td><td>Difference<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>+5</td><td>+25</td></tr></table></td></tr>
<tr><td>8</td><td>8B: Math
Local Assessment (EL):
*Renaissance STAR 360 Student Growth Percentile above 40
* At/Above Benchmark</td><td>Fall 23- Spring 24 (SGP)
Spring 24 (At/Above)<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>64%</td><td>49%</td></tr></table></td><td>Fall 24- Spring 25 (SGP)
Spring 25 (At/Above)<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>74%</td><td>73%</td></tr></table></td><td>Fall 25- Spring 26 (SGP)
Spring 25 (At/Above)<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>64%</td><td>64%</td></tr></table></td><td>Target<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>69%</td><td>54%</td></tr></table></td><td>Difference<table><tr><td>Sub group</td><td>+40 SGP</td><td>At/ Above</td></tr><tr><td>EL</td><td>0</td><td>+15</td></tr></table></td></tr>
<tr><td>9</td><td>4A: ELA
SBAC (EL)
*% Proficient
*Difference From Standard (DFS)</td><td>22-23 Dashboard Data<table><tr><td>Sub group</td><td>% Profi cient</td><td>DFS</td></tr><tr><td>EL</td><td>6.9%</td><td>-28.4</td></tr></table></td><td>23-24 Dashboard Data<table><tr><td>Sub group</td><td>% Profi cient</td><td>DFS</td></tr><tr><td>EL</td><td>16.7%</td><td>-22.4</td></tr></table></td><td>24-25 Dashboard Data<table><tr><td>Sub group</td><td>% Profi cient</td><td>DFS</td></tr><tr><td>EL</td><td>27%</td><td>-58.6</td></tr></table></td><td>Target<table><tr><td>Sub group</td><td>% Profi cient</td><td>DFS</td></tr><tr><td>EL</td><td>11.9%</td><td>-17</td></tr></table></td><td>Difference<table><tr><td>Sub group</td><td>% Profi cient</td><td>DFS</td></tr><tr><td>EL</td><td>+20.1</td><td>+30.2</td></tr></table></td></tr>
<tr><td>10</td><td>4A: Math
SBAC (EL)
*% Proficient
*Difference From Standard (DFS)</td><td>22-23 Dashboard Data<table><tr><td>Sub group</td><td>% Proficient</td><td>DFS</td></tr><tr><td>EL</td><td>6.9%</td><td>-75.3</td></tr></table></td><td>23-24 Dashboard Data<table><tr><td>Sub group</td><td>% Profi cient</td><td>DFS</td></tr><tr><td>EL</td><td>16%</td><td>-61.5</td></tr></table></td><td>24-25 Dashboard Data<table><tr><td>Sub group</td><td>% Profi cient</td><td>DFS</td></tr><tr><td>EL</td><td>19%</td><td>-68.8</td></tr></table></td><td>Target<table><tr><td>Sub group</td><td>% Profi cient</td><td>DFS</td></tr><tr><td>EL</td><td>11.9%</td><td>-56</td></tr></table></td><td>Difference<table><tr><td>Sub group</td><td>% Profi cient</td><td>DFS</td></tr><tr><td>EL</td><td>+12.1</td><td>+6.5</td></tr></table></td></tr>
</table>

Goal Analysis for 25-26

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

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

Implementation of Goal 4 actions during the 2025–2026 school year was largely successful, with Granite Mountain effectively carrying out the planned supports and services designed to improve outcomes for English Learners within the flex-based instructional program. The LEA implemented designated and integrated English Language Development (ELD) instruction, continued use of targeted English Learner curriculum and intervention supports, expanded opportunities for student participation in English Learner activities, and increased outreach and communication efforts with families of English Learners.

One notable success was the continued implementation of the English Learner curriculum and instructional supports outlined in Action 4.02, which contributed to strong English Learner reclassification outcomes as reflected in Metric M5. The LEA's focused instructional approach, individualized student support, and monitoring of English Learner progress helped students demonstrate increased English proficiency and academic readiness for reclassification.

Granite Mountain also experienced improvement in parent engagement and participation related to English Learner programs and services. Parent survey participation rates increased as reflected in Metric M2, demonstrating stronger family involvement and communication between the school and educational partners. Additionally, the LEA saw increased student engagement and participation in English Learner classes, supports, and activities connected to Action 4.04, as reflected in Metric M6. Expanded opportunities for student involvement and targeted outreach efforts helped strengthen student connection to school programs and services.

While overall implementation was successful, the LEA identified ongoing challenges related to student academic achievement outcomes for English Learners in both STAR 360 and CAASPP performance data. Although student engagement and support systems improved, assessment results indicate that continued focus is needed on accelerating academic growth and proficiency in English language arts and mathematics. The LEA recognizes the importance of continuing to refine instructional strategies, intervention supports, and data monitoring practices to improve academic outcomes for English Learners moving forward.

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

There were no material differences between the budgeted expenditures and estimated actual expenditures for Goal 4. Minor variances occurred due to routine adjustments in staffing, student participation levels, and implementation needs throughout the school year; however, these differences did not substantially impact the implementation of Goal 4 actions and services supporting English Learners within the flex-based instructional program.

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

The actions associated with Goal 4 have largely been effective in improving multilingual student achievement, increasing English learner language acquisition, and strengthening engagement and access for multilingual families within Granite Mountain's flex-based instructional program.

Actions 4.1, 4.2, and 4.3 focused on strengthening English learner instructional supports through multilingual staffing, designated and integrated English Language Development instruction, intervention supports, translation services, and professional development for staff serving English Learners. These actions demonstrated strong effectiveness in improving English learner performance across both state and local indicators. The English Learner Progress Indicator improved from 50% in 2023 to 51.4% (Yellow) in 2024 and increased significantly to 68.8% (Blue) in 2025, demonstrating substantial growth in English learner progress toward proficiency and overall academic success.

Metric 4A also demonstrated measurable improvement in English Learner mathematics performance on the CAASPP assessment. English Learner proficiency increased from 6.9% proficient in 2023 to 16% proficient in 2024 and 19% proficient in 2025. Additionally, the Distance from Standard improved from -75.3 DFS in 2023 to -61.5 DFS in

2024. Although the 2025 DFS declined slightly to -68.8, overall proficiency rates continued to improve and exceeded the identified target growth. These results indicate that multilingual instructional supports, intervention systems, and targeted English learner services contributed positively to academic growth outcomes for English Learners.

Actions focused on family engagement and accessibility also demonstrated effectiveness in increasing participation and communication with multilingual families. Translation and interpretation services improved accessibility to school events, ELAC meetings, and educational partner communication opportunities. Expanded multilingual outreach and communication systems increased participation among English learner families and strengthened school-to-home connections. Additionally, the implementation of synchronous and asynchronous ELD curriculum and instructional supports increased student access to language acquisition services and individualized instructional opportunities.

Professional development provided to multilingual staff and teachers further strengthened implementation of instructional strategies designed to support English Learners across content areas. These supports contributed to improved instructional consistency, increased progress monitoring, and stronger coordination of services for multilingual students.

While the majority of Goal 4 actions demonstrated effectiveness, the LEA identified continued opportunities to increase participation and engagement among all English Learners and multilingual families. The school will continue strengthening outreach systems, expanding multilingual engagement opportunities, and refining intervention supports to ensure continued academic growth and equitable access to services for all English Learners.

Overall, the grouped actions within Goal 4 have been effective in improving English learner academic performance, increasing language acquisition outcomes, and strengthening family engagement and accessibility supports. The majority of identified metrics demonstrated measurable improvement, indicating that the actions and services associated with Goal 4 continue to positively support multilingual student achievement and educational access.

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

After reflecting on the implementation and effectiveness of Goal 4 actions during the 2025–2026 school year, Granite Mountain did not make substantive changes to the planned goal, actions, or target outcomes for the coming year. The LEA determined that the current actions and supports continue to align with the identified needs related to English learner achievement, language acquisition, multilingual family engagement, and equitable access to instructional supports within the flex-based instructional program.

The primary revision made for the 2026–2027 school year was within the CAASPP metrics associated with Goal 4. The LEA revised the reporting methodology from tracking “Difference from California” to tracking “Difference From Standard (DFS)” in order to align more closely with standard California LCAP reporting practices and Dashboard methodologies. This adjustment allows for clearer analysis of English learner performance trends and improved alignment with state accountability measures while maintaining consistency in evaluating student achievement outcomes over time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Translation Services	Granite Mountain ensures communication is accessible to all families, including English Learners, by providing translation services that convert text and materials into Spanish. The action will be measured by M1.1, M1.2, M2.8, M4.1, M4.3, M4.6	$2700	Y
4.02	English Language Development Curriculum	Granite Mountain uses evidence-based ELD curriculum for comprehensive academic development delivered both synchronously and asynchronously, and provides destination field trips to increase EL students' access to real-life learning opportunities. The action will be measured by M1.1, M1.2, M2.8, M4.1, M4.3, M4.6	$5,000	Y
4.03	Multilingual PD	Granite Mountain invests in professional development for multilingual staff to improve instruction and build community with EL families, and offers guest-speaker and vendor-led PD to give staff insight into critical needs of EL students.The action will be measured by M1.1, M1.2, M2.8, M4.1, M4.3, M4.6	$45,940	Y
4.04	Multilingual Staffing	Granite Mountain's multilingual staff streamline English Language Development and instruction, increase school connection, and boost student achievement by assessing and providing interventions, monitoring RFEP students, engaging families in community events, and offering case-management support to teachers as active members of learning plan teams to ensure personalized learning that enhances multilingual students' strengths. The action will be measured by M1.1, M1.2, M2.8, M4.1, M4.3, M4.6	$510,611.58	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,144,859	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.32%	0%	$0	8.67%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 6	At Granite Mountain Charter School, unduplicated student groups, including more than 44% of students identified as socioeconomically disadvantaged and foster youth, continue to experience barriers to accessing reliable technology and equitable learning environments. These students often lack consistent access to functional devices, stable internet connectivity, and the technical support necessary to fully engage in instructional programs. Needs assessment data indicates that limited access to technology directly impacts students' ability to participate in core instruction, complete assessments, and access intervention and specialized services, including Special Education supports. Without consistent and reliable technology, students may experience disruptions in learning, reduced engagement, and limited access to standards-aligned curriculum and instructional resources. Additionally, English Learners and socioeconomically disadvantaged students require access to rigorous, standards-based curriculum that is intentionally designed with appropriate scaffolds and supports to meet diverse learning needs. Without equitable access to both technology and accessible instructional materials, these students are at increased risk of falling behind in academic progress. Therefore, there is a demonstrated need to ensure consistent access to devices, connectivity, and high-quality digital learning resources to support full participation in instruction and promote equitable learning opportunities for unduplicated student groups.	In response to the identified need to increase equitable access to technology and standards-aligned instructional materials for unduplicated student groups, Granite Mountain Charter School implements a comprehensive, LEA-wide system to ensure all students have the tools necessary to fully engage in learning. These actions are designed to reduce barriers related to device access, connectivity, and access to high-quality digital curriculum, particularly for socioeconomically disadvantaged students, foster youth, and English Learners. GMCS provides school-issued devices and access to evidence-based, online curriculum that is intentionally designed to be accessible and responsive to diverse learning needs. This ensures that students can engage with core instruction, assessments, and intervention programs regardless of their home environment or economic circumstances. Currently, 62% of unduplicated students are actively accessing online curriculum, reflecting ongoing engagement with digital learning platforms. To further address identified needs, GMCS utilizes a streamlined system to provide individualized technology supports, including device distribution and connectivity solutions. While 100% of students have access to school-issued devices, approximately 75% of unduplicated students are actively utilizing them, and an additional 7% have been provided with hotspots to address connectivity barriers. These supports are critical in ensuring consistent access to instruction and minimizing disruptions in learning. This action is provided on an LEA-wide basis because unduplicated students are enrolled throughout the program and require consistent, reliable access to technology across all instructional settings. A schoolwide approach ensures equitable access, reduces stigma, and allows for immediate response to student needs. By prioritizing access for unduplicated students, GMCS strengthens systems that support engagement, access to curriculum, and overall academic outcomes for the entire student body.	Granite Mountain provides personalized technology to help all students access online curriculum, Special Education services, synchronous and asynchronous ELD instruction, virtual meetings with teachers, and related supports.The action will be measured by M1.2

Goal 1 Action 14	At Granite Mountain Charter School, there is a demonstrated need to strengthen student engagement, connection, and sense of belonging, particularly for unduplicated student groups, including the 44% of students who are socioeconomically disadvantaged and 1% who are English Learners. These student populations often face barriers to consistent participation in school activities and opportunities for connection, which can impact their overall engagement and connection to the school community. Participation data indicates that while unduplicated students are engaging in Positive School Culture (PSC) programs, they remain underrepresented, with 29% of participants identified as unduplicated students. This suggests a need to increase access to and participation in programs that foster connection, relationship-building, and school engagement for these student groups. Without intentional opportunities to build relationships and increase engagement, unduplicated students may be less likely to feel connected to their school community. This can impact their sense of belonging and participation in school programs and activities. Therefore, there is a clear need to expand and strengthen systems that promote an inclusive school culture, increase student and family engagement, and ensure all students feel connected, supported, and valued within the school community.	In response to identified needs, Granite Mountain Charter School implements LEA-wide actions designed to increase engagement, access to experiential learning, and school connectedness, with a focus on meeting the needs of unduplicated students (low-income, English Learners, and foster youth). These student groups often face greater barriers to participation and connection; therefore, providing structured, inclusive opportunities across the entire LEA ensures they receive equitable access to the supports necessary for academic success and well-being. The Positive School Culture (PSC) Department promotes engagement, belonging, and social-emotional well-being through targeted programs, recognition, and communication. These efforts are designed to intentionally include and prioritize unduplicated students, who benefit from increased connection to school and supportive relationships. As of January 2026, participation has grown from 13% to 40%, demonstrating increased access and engagement among students. The Community Engagement Department expands opportunities for meaningful participation through community service, park days, and family-centered events. These actions reduce barriers to involvement, such as limited access to resources or community connections that disproportionately impact unduplicated students. Participation has exceeded growth targets across all initiatives, indicating increased access and engagement for students and families. The Experiential Learning Department provides standards-aligned, hands-on learning opportunities, including field trips that connect classroom learning to real-world applications. These experiences are particularly beneficial for unduplicated students, as they increase access to enrichment opportunities that may otherwise be limited, while also supporting diverse learning needs. These actions are provided on an LEA-wide basis because unduplicated students are enrolled throughout the program, and inclusive implementation ensures they are not isolated or stigmatized. By prioritizing the needs of unduplicated students first, GMCS is able to design systems that ultimately strengthen engagement, access, and outcomes for the entire student body.	Granite Mountain will survey educational partners annually on school climate and connection to determine the percentage of students who feel safe and connected, and will measure the percentage of students with access to a broad course of study and services available to unduplicated students. The action will be measured by M1.1, M1.3, M1.11

Goal 1 Action 17	At Granite Mountain Charter School, unduplicated student groups represent a significant portion of the student population, including approximately 44% socioeconomically disadvantaged students, 1% foster youth, and 1% English Learners. These students often experience limited access to enrichment opportunities, such as field trips, due to financial constraints, transportation barriers, or lack of community-based resources. As a result, they may have fewer opportunities to build background knowledge, engage in hands-on learning, and access real-world experiences that support academic achievement and language development. This lack of access can contribute to gaps in academic readiness, particularly in areas requiring prior knowledge, vocabulary development, and contextual understanding. English Learners may have fewer opportunities to develop language skills in authentic settings, while foster youth and low socioeconomic students may experience reduced access to experiences that support social-emotional development and connection to their community. Therefore, there is a demonstrated need to intentionally provide equitable access to standards-aligned, experiential learning opportunities, such as field trips, to ensure unduplicated students can build background knowledge, strengthen language acquisition, and engage meaningfully in their learning. Without school-supported access to these experiences, many unduplicated students would not otherwise have the opportunity to participate in enrichment activities that are critical to supporting both academic success and overall student engagement.	In response to the identified need to increase equitable access to enrichment opportunities for unduplicated students, Granite Mountain Charter School will expand and refine its Experiential Learning program for the 2026–2027 school year. The program is intentionally designed to address barriers related to limited access to hands-on learning, background knowledge development, and real-world experiences that support academic achievement, particularly for socioeconomically disadvantaged students, foster youth, and English Learners. The Experiential Learning Department will provide over 60 standards-aligned field trips across grade levels, supplemented by integrated lesson plans, arts and music extensions, and virtual pre- and post-field trip sessions to reinforce learning and support diverse learning needs. These actions are designed to build background knowledge, strengthen language development, and increase engagement by connecting academic content to real-world contexts. To ensure the action effectively meets the needs of unduplicated students, the program includes targeted strategies to reduce barriers to participation, including flexible scheduling, multiple session offerings, accessible locations, and multilingual communication and materials. Additionally, the department will use survey data and family feedback to refine offerings and prioritize high-impact experiences, with intentional outreach to increase participation among historically underserved student groups. This action is provided on an LEA-wide basis because unduplicated students are enrolled across the program, and inclusive implementation ensures equitable access without isolating or stigmatizing specific student groups. By designing the program to prioritize the needs of unduplicated students first, GMCS is able to expand access to experiential learning opportunities that ultimately benefit the entire student body by increasing engagement, supporting diverse learning styles, and improving overall student outcomes.	Granite Mountain will measure the percentage of students with access to a broad course of study and the implementation fidelity of academic standards. The action will be measured by M1.6, M1.11

Goal 1 Action 18	At Granite Mountain Charter School, unduplicated student groups include students experiencing homelessness (143 students), foster youth (5 students), and those navigating crisis situations (113 students) during the 2025–2026 school year. These students often face complex and unpredictable challenges that can significantly impact their ability to consistently engage in school, access instruction, and achieve academic success. Students in crisis situations present with a wide range of needs that require responsive and individualized support. Current data indicates that 28% required mental health supports, 23% experienced a medical crisis or hospitalization, 17% needed access to daily essential resources, 13% experienced the death of a family member, and 11% experienced parent divorce. Additional needs included safety-related concerns requiring law enforcement intervention (3.5%), recovery from natural disasters, and social-emotional or wellness supports. These factors can contribute to barriers such as increased absenteeism, reduced academic engagement, and limited access to consistent learning opportunities. Without targeted, trauma-informed supports and staff equipped to respond effectively, these students are at increased risk of disengagement and interrupted learning. Therefore, there is a demonstrated need to build staff capacity through ongoing professional development focused on trauma-informed practices, crisis response, and individualized student support. Ensuring that all staff are prepared to recognize and respond to these needs is critical to maintaining student engagement, supporting attendance, and promoting equitable access to learning for unduplicated student groups.	In response to the identified need to support students experiencing homelessness, foster youth, and those navigating crisis situations, Granite Mountain Charter School provides ongoing, LEA-wide professional development to build staff capacity in delivering responsive, trauma-informed support. These actions are designed to ensure that all staff are equipped to recognize and address the complex academic, social-emotional, and basic needs that may impact student engagement and success. Professional development is delivered through all-staff trainings, centralized meetings, and Professional Learning Communities (PLCs), with additional specialized training opportunities for designated staff through county programs, conferences, and seminars. Training focuses on key areas including trauma-informed practices, student wellness, access to community resources, chronic absenteeism, culturally responsive practices, and effective intervention systems. Staff also receive targeted training related to foster youth and McKinney-Vento supports to ensure compliance and high-quality service for these student groups. To further address the identified needs, GMCS continues to build internal expertise through advanced training in equitable practices within a Multi-Tiered System of Support (MTSS). The Foster and McKinney-Vento Liaison has obtained California Certified Wellness II certification, strengthening the school's ability to provide coaching and targeted support for students experiencing homelessness, foster care, or crisis situations. This internal capacity ensures a coordinated and consistent approach to meeting student needs. This action is provided on an LEA-wide basis because students experiencing crisis, homelessness, or foster placement are enrolled across the program, and their needs may arise at any time. Ensuring all staff are trained prevents gaps in support, reduces response time, and promotes consistent, high-quality interventions. By prioritizing the needs of these unduplicated student groups, GMCS is able to create a responsive and inclusive system that supports student well-being, improves engagement, and strengthens outcomes for the entire student body.	Granite Mountain will measure the effectiveness of professional development on teachers' support for students in crisis by tracking percent chronic absenteeism.The action will be measured by M1.1, M1.3, M1.11

Goal 1 Action 19	At Granite Mountain Charter School, students identified under the McKinney-Vento Act represent a highly vulnerable unduplicated student group with diverse and complex needs. While the school has successfully connected students to a range of supports, including social-emotional learning, housing resources, tutoring, counseling, and community-based services, current data demonstrates that these needs remain ongoing and multifaceted. Students experiencing homelessness require support across multiple domains, including mental health, housing stability, academic intervention, and access to basic resources. Data indicates that students accessed a variety of supports, including social-emotional learning classes (8%), housing assistance (9%), individualized tutoring (4%), counseling services (6%), and clinical mental health resources (5%). Additional supports included wellness coaching, access to county resources, and limited access to internet assistance and scholarship opportunities. These patterns highlight that student needs are not isolated, but instead require coordinated, ongoing intervention across academic and social-emotional areas. Despite these supports, academic data reflects continued gaps in achievement. While 71.7% of McKinney-Vento students met or exceeded grade-level standards in language arts in the fall STAR 360 assessment, we grew to 78.4% in ELA in the Spring. Further, in the fall, McKinney Vento students scored 66.4% met/exceeded on the STAR 360 math assessment and fell to 66% in the spring. We saw significantly lower proficiency rates on the CAASPP (30.3% in language arts and 12.13% in mathematics) indicating a need for continued academic intervention, particularly in building foundational skills and sustained achievement. In addition to academic needs, there is a demonstrated need to strengthen social-emotional competencies and life skills that support student stability and success. Students experiencing homelessness often require explicit instruction in areas such as self-management, relationship skills, emotional regulation, organizational skills, and academic motivation. Without consistent support in these areas, students may face challenges in engagement, attendance, and overall academic progress.	In response to the identified needs of students experiencing homelessness, including gaps in academic achievement, access to resources, and social-emotional support, Granite Mountain Charter School implements a comprehensive, LEA-wide system of support through the Department of Student Support. This department is designed to provide coordinated, responsive services that address the complex and interconnected needs of McKinney-Vento students. The Department of Student Support includes a Director, Assistant Director, Student Support Administrator (who also serves as the Foster and McKinney-Vento Liaison), a 504 Administrator, Student Support Coordinators, and a General Education School Psychologist. Together, this team delivers a multi-tiered system of support (MTSS) that includes academic interventions, social-emotional services, resource coordination, and individualized student support through the Student Support Team (SST) process. These actions are designed to ensure that students receive timely, targeted interventions that address barriers to engagement, attendance, and academic success. Through this structure, students are connected to a range of supports, including counseling, wellness coaching, academic intervention, and community-based resources. The integration of services across roles ensures that student needs are addressed holistically, with a focus on stabilizing basic needs, strengthening social-emotional competencies, and improving academic outcomes. This action is provided on an LEA-wide basis because students experiencing homelessness and crisis are enrolled across the program, and their needs may arise at any time. A centralized, schoolwide system ensures consistency, reduces gaps in service, and allows for immediate response to student needs. By prioritizing the needs of McKinney-Vento students, GMCS is able to implement systems that improve access, coordination, and effectiveness of supports, ultimately benefiting the entire student body by fostering a stable, inclusive, and responsive learning environment.	Granite Mountain will monitor the effectiveness of crisis and wellness staffing in our subpopulation department by tracking the percentage of programs and services offered to unduplicated students and the percentage of students utilizing synchronous and asynchronous SEL curriculum options.The action will be measured by M1.1, M1.2, M1.3, M1.8, M1.11, M1.13

	Therefore, there is a clear need to continue strengthening systems of support that address both the academic and social-emotional needs of McKinney-Vento students, while ensuring access to essential resources such as housing, food, and wellness services. Addressing these barriers is critical to promoting stability, increasing engagement, and ensuring equitable access to meaningful learning opportunities for this unduplicated student group.		
Goal 1 Action 20	At Granite Mountain Charter School, unduplicated student groups—including English Learners, foster youth, and socioeconomically disadvantaged students—continue to demonstrate persistent academic gaps despite evidence of growth. Current CAASPP data indicates that English Learners increased performance by 36.3 points; however, they remain 62 points below standard and approximately 40 points below the overall student population. Similarly, socioeconomically disadvantaged students improved by 21.8 points but remained 77.2 points below standard, performing approximately 55 points below their peers. These data points highlight that, while progress is being made, significant disparities in academic outcomes persist. These gaps suggest that unduplicated students face ongoing systemic barriers, including limited access to targeted academic supports, language development opportunities, and resources that support consistent academic growth. English Learners, in particular, require additional support in developing academic language and accessing grade-level content, while socioeconomically disadvantaged students may experience barriers related to resource access, instructional continuity, and enrichment opportunities. Foster youth may also experience disruptions that impact academic progress and consistency in learning. Without targeted and sustained support, these students are at increased risk of not meeting grade-level standards and falling further behind their peers. Therefore, there is a demonstrated need to enhance and expand targeted academic interventions, differentiated instruction, and support systems that address the unique needs of unduplicated student groups in order to accelerate progress and close achievement gaps.	In response to the identified need to address persistent academic gaps and barriers for unduplicated student groups, Granite Mountain Charter School implements a comprehensive, LEA-wide system for monitoring student progress and providing timely, targeted interventions. A key component of this system is the PATH Survey, which is monitored by the Assistant Director of Regions and used by staff to document student concerns, track interventions, and identify emerging needs. The PATH Survey has generated 1,277 submissions this year, reflecting a high volume of students requiring academic, behavioral, and social-emotional support. Common areas of need include lack of academic progress, requests for SST referrals and special education evaluations, and concerns related to attendance, engagement, and access to resources. This system allows for real-time identification of student needs, particularly for unduplicated students who may experience barriers such as housing instability, limited access to technology, language barriers, and gaps in prior educational experiences. Through ongoing monitoring and analysis of PATH data, GMCS is able to implement targeted interventions, connect students to appropriate supports, and ensure coordinated responses across departments. Additionally, approximately 233 students have been identified as non-compliant, reinforcing the need for consistent oversight, early identification, and structured intervention systems to prevent further disengagement and academic underperformance. This action is provided on an LEA-wide basis because unduplicated students are enrolled across the program, and their needs may arise at any time. A centralized monitoring system ensures consistency, reduces delays in support, and allows staff to respond proactively to student needs. By prioritizing the identification and support of unduplicated students, GMCS is able to strengthen systems that improve access, engagement, and academic outcomes for the entire student body.	Granite Mountain will monitor attendance, suspension, and expulsion rates to track the effectiveness of this action. The action will be measured by M1.1

Goal 2 Action 1	At Granite Mountain Charter School, unduplicated student groups, including 44% socioeconomically disadvantaged students, 1% English Learners, and less than 1% foster youth, represent a significant portion of the student population and continue to demonstrate the need for targeted academic support. While overall performance data indicates that many students are meeting grade-level standards, achievement trends reveal that not all students are experiencing the same levels of success, particularly those requiring additional intervention. Current data shows that 12% of all students are participating in the Student Study Team (SST) process and 10.7% are receiving Tier 2 academic and speech interventions through the Multi-Tiered System of Supports (MTSS). This indicates a substantial number of students requiring additional, targeted support to address gaps in learning, particularly in foundational literacy and mathematics skills. Although STAR 360 data reflects growth, with 84% of students meeting or exceeding grade-level standards in reading and 79% in mathematics by spring 2026, state assessment data shows limited movement in students meeting proficiency benchmarks. CAASPP results indicate no growth in the “Met” category in either ELA or mathematics, with only modest increases in the “Exceeded” category. This suggests that while students may be progressing, many are not yet reaching or sustaining proficiency levels, particularly those in unduplicated student groups. These data points demonstrate a continued need to strengthen targeted interventions, differentiated instruction, and progress monitoring systems to ensure all students, especially unduplicated students, can achieve grade-level standards. Without sustained and strategic support, these students remain at risk of not fully accessing rigorous academic content and achieving long-term academic success.	In response to the identified need to address academic gaps and increase access to targeted support for unduplicated student groups, Granite Mountain Charter School implements a comprehensive, LEA-wide Multi-Tiered System of Supports (MTSS). This system is designed to provide timely, differentiated academic interventions that support students at varying levels of need, particularly those who are not yet meeting grade-level standards. At the Tier 1 level, GMCS ensures that all students have access to a universal digital curriculum that provides supplemental, standards-aligned instruction in core subject areas. This access is critical for unduplicated students, who may require additional opportunities to build foundational skills and reinforce learning outside of core instruction. The universal nature of Tier 1 supports consistent access to high-quality resources for all students. For students requiring more targeted intervention, teachers refer students to Tier 2 live, direct instruction courses in reading, writing, and mathematics. These courses provide structured, small-group support designed to address specific skill gaps and accelerate academic progress. Teachers utilize student data to identify areas of need and assign appropriate interventions, ensuring supports are responsive to individual learning needs. Professional Learning Communities (PLCs) support the effective implementation of this system by providing structured opportunities for teachers to analyze data, monitor student progress, and refine instructional strategies. This collaborative approach ensures consistency in identifying student needs and delivering targeted interventions across the LEA. This action is provided on an LEA-wide basis because unduplicated students are enrolled throughout the program and require consistent access to academic supports regardless of location or teacher assignment. A centralized MTSS framework ensures equitable access, reduces variability in support, and allows for early identification and intervention. By prioritizing the needs of unduplicated students, GMCS strengthens instructional systems that improve academic outcomes for all students.	Granite Mountain will monitor the effectiveness of the Tier 1 intervention services by tracking the growth of our local benchmark assessment scores. This involves measuring student scores, with the purpose of assessing intervention effectiveness. Additionally, Granite Mountain will monitor the percent of students proficient to evaluate the impact of the intervention services.The action will be measured by M1.2, M1.4, M1.12, M1.13, M1.14, M1.15

Goal 2 Action 4	At Granite Mountain Charter School, unduplicated student groups, including 44% socioeconomically disadvantaged students, 1% English Learners, and less than 1% foster youth, continue to demonstrate persistent academic gaps despite overall schoolwide growth. While CAASPP results indicate increases in proficiency (47% in ELA and 31% in mathematics), unduplicated student groups are performing significantly below these levels. Socioeconomically disadvantaged students achieved 38.8% proficiency in ELA and 24.3% in mathematics, English Learners reached 37.9% in ELA and 27.6% in mathematics, and McKinney-Vento students scored 29.4% in ELA and 23.7% in mathematics. These data points highlight ongoing disparities in academic outcomes. These gaps indicate that unduplicated students continue to face barriers to accessing grade-level content, building foundational skills, and achieving sustained academic progress. Students who require additional support often need more intensive, structured instruction in reading, writing, and mathematics, as well as differentiated approaches that address diverse learning needs and prior gaps in learning. Although 12% of students participated in Tier 2 academic interventions during the 2025–2026 school year, and many demonstrated progress toward intervention goals, a significant portion of students continue to require targeted support to reach and maintain proficiency. This reflects an ongoing need to strengthen and expand access to effective academic interventions. Therefore, there is a demonstrated need to provide consistent, targeted academic support that addresses skill gaps, accelerates learning, and ensures unduplicated students have equitable access to the instruction necessary to meet grade-level standards and achieve long-term academic success.	In response to the identified need to address persistent academic gaps for unduplicated student groups, Granite Mountain Charter School implements a comprehensive, LEA-wide Multi-Tiered System of Supports (MTSS) designed to provide timely, targeted academic interventions. This system ensures that students who are not yet meeting grade-level standards receive structured, evidence-based support to accelerate learning and close achievement gaps. Through the Student Support Team (SST) process, teachers identify students with academic needs and refer them for additional intervention. Students participating in Tier 2 supports receive live, synchronous instruction in reading, writing, and mathematics, aligned to grade-level standards and designed to address specific skill gaps. Student progress is closely monitored, and instructional adjustments are made to ensure interventions remain responsive and effective. To further support implementation, Learning Coaches receive ongoing training and resources to strengthen their ability to support intervention strategies and reinforce learning at home. This ensures consistency in instructional support and increases the effectiveness of interventions for students requiring additional assistance. This action is provided on an LEA-wide basis because unduplicated students are enrolled throughout the program and require consistent access to academic interventions regardless of location or instructional setting. A schoolwide approach ensures equitable access, reduces variability in support, and allows for early identification and timely intervention. By prioritizing the needs of unduplicated students, GMCS strengthens systems that improve academic outcomes for all students.	Granite Mountain will monitor the effectiveness of the intervention services by tracking the percent of students meeting their Tier 2 goals. The action will be measured by M1.1, M1.2, M1.4, M1.12, M1.13, M1.14

Goal 2 Action 7	At Granite Mountain Charter School, unduplicated student groups, including approximately 44% socioeconomically disadvantaged students, 1% English Learners, and less than 1% foster youth, continue to demonstrate lower levels of academic proficiency compared to the overall student population. Assessment data indicates that these student groups, particularly socioeconomically disadvantaged students and English Learners, are not yet meeting grade-level standards at the same rate as their peers, highlighting persistent achievement gaps. These gaps suggest that unduplicated students require additional, targeted support to address foundational skill deficits in reading, writing, and mathematics, as well as access to interventions that support language development and social-emotional needs. Students may also experience barriers related to prior learning gaps, inconsistent access to instructional supports, and the need for more structured, differentiated instruction to fully engage with grade-level content. Additionally, English Learners, including those who have been recently reclassified, require ongoing monitoring and support to ensure sustained academic progress and continued access to grade-level standards. Without continued, targeted intervention and progress monitoring, these students remain at risk of falling behind academically. Therefore, there is a demonstrated need to strengthen and expand access to targeted Tier 2 academic and social-emotional supports to address skill gaps, accelerate learning, and ensure unduplicated students have equitable opportunities to achieve grade-level proficiency and long-term academic success.	In response to the identified need to address persistent academic and social-emotional gaps for unduplicated student groups, Granite Mountain Charter School implements a coordinated, LEA-wide system of Tier 2 supports through the Intervention and Student Support Departments. These departments are structured to provide timely, targeted interventions that address the diverse and complex needs of socioeconomically disadvantaged students, English Learners, and foster youth. The Intervention and Student Support Departments are led by Directors and Assistant Directors who oversee the implementation and effectiveness of services through the Student Support Team (SST) process. This includes ongoing monitoring of student data to ensure interventions are responsive, aligned to identified needs, and prioritized for unduplicated students. The system includes academic, speech, and behavioral supports designed to address barriers to learning and engagement. Student Support Coordinators facilitate SST meetings and collaborate with teachers and families to develop, implement, and monitor individualized intervention plans. This ensures that students receive coordinated, data-driven support tailored to their specific academic and social-emotional needs. Intervention Coordinators and the general education Speech Language Pathologist provide targeted, standards-aligned instruction in reading, writing, mathematics, and speech using evidence-based strategies, while behavioral supports are delivered through counseling and intervention practices designed to improve student outcomes. This action is provided on an LEA-wide basis because unduplicated students are enrolled throughout the program and require consistent access to intervention services regardless of setting. A centralized, schoolwide system ensures equitable access, reduces gaps in service delivery, and allows for early identification and timely support. By prioritizing the needs of unduplicated students, GMCS strengthens a comprehensive support system that improves academic outcomes and promotes success for all students.	Granite Mountain monitors the effectiveness of this action through measured metrics #1-8, which include schoolwide and subpopulation assessment scores at the local and state levels, and by tracking the percent of students meeting their Tier 2 intervention goals. The action will be measured by M1.1, M1.2, M1.4, M1.12, M1.13, M1.14, M4.8

Goal 3 Action 2	At Granite Mountain Charter School, there is a demonstrated need to increase access to and participation in college credit opportunities, including concurrent and dual enrollment pathways, particularly for unduplicated student groups. Approximately 44% of students are socioeconomically disadvantaged and 1% are English Learners. These student groups often face barriers to accessing college-level coursework, which can limit their participation in opportunities that support college and career readiness. Current data indicates that 22% of high school students are participating in college credit opportunities, demonstrating that a majority of students are not yet accessing these pathways. This gap suggests that unduplicated students, in particular, may require additional support to engage in these opportunities. Barriers to participation include limited familiarity with college systems among students and families, including application processes, course registration, and course selection. Students may also experience challenges related to self-confidence and readiness for college-level coursework, which can impact their willingness to enroll. Additionally, while improvements have been made to reduce structural barriers, such as streamlining access to college transcripts, students still require support navigating systems and understanding how to utilize earned credits. As access to college credit opportunities expands, including through partnerships such as dual enrollment programs, there remains a need to increase awareness, provide clear guidance, and ensure students are supported throughout the enrollment and participation process. Without targeted support, unduplicated students may be less likely to access and persist in these opportunities. Therefore, there is a clear need to strengthen systems that support awareness, access, and successful participation in college credit pathways to ensure unduplicated students have equitable opportunities to engage in college and career readiness experiences.	In response to the identified need to increase access to and participation in college credit opportunities for unduplicated student groups, Granite Mountain Charter School implements a coordinated, LEA-wide system of supports through the College and Career Readiness Department. This department is designed to provide structured guidance and reduce barriers that may prevent students from successfully enrolling in and completing college-level coursework. The College and Career Readiness Department, consisting of a Director, Assistant Director, and school counselors, provides individualized and group support to help students navigate concurrent and dual enrollment pathways. This includes guidance with application processes, course selection, registration timelines, and ongoing academic progress monitoring to ensure students are supported throughout their participation. To further address identified barriers, GMCS has implemented systems to streamline access to college transcripts and reduce delays that previously limited student participation. Additionally, the school has expanded access to college credit opportunities through a CCAP dual enrollment partnership with a local community college, providing more structured and accessible pathways for students to earn college credit while in high school. The department also implements targeted outreach and communication strategies to increase awareness and participation, including direct communication with students and families, integration of college credit information into schoolwide events, and counselor-led support in planning and enrollment. These efforts are designed to build student confidence, increase understanding of available opportunities, and support successful participation in college-level coursework. This action is provided on an LEA-wide basis because unduplicated students are enrolled throughout the program and may face barriers to accessing college credit opportunities regardless of grade level or location. A schoolwide approach ensures consistent access to information, guidance, and support, reduces inequities in participation, and allows all students to benefit from systems designed to prioritize those with the greatest need. By centering unduplicated students in these efforts, GMCS strengthens access to college and career readiness pathways and improves outcomes for the entire student body.	Granite Mountain will monitor the effectiveness of this action by tracking CCI indicators, including graduation rates, concurrent enrollment participation, and AG completion. The action will be measured by M1.1, M1.12, M4.5, M4.6, M4.7, M4.8, M4.9, M4.11, M4.12, M4.13, M4.14, M4.15

Goal 3 Action 3	At Granite Mountain Charter School, there is a demonstrated need to expand access to and participation in Career Technical Education (CTE) pathways, particularly for unduplicated student groups, including 44% of students who are socioeconomically disadvantaged and English Learners. These student groups often benefit from hands-on, applied learning experiences that support college and career readiness, yet current participation trends indicate they are underrepresented in CTE pathways compared to their peers. Data and educational partner feedback indicate that student engagement, participation, and completion rates within CTE pathways remain an area of need, particularly for students who have historically demonstrated lower levels of academic achievement. This suggests that unduplicated students may require additional support to access, engage in, and persist within CTE programs. Additionally, there is a need to ensure that CTE pathways provide meaningful, relevant learning experiences that align with student interests and support sustained participation. Without alignment to student interests and clear connections to career pathways, students may be less likely to enroll or complete CTE sequences. There is also a demonstrated need to increase awareness and understanding of available CTE opportunities among students and staff. Limited awareness of pathway options, expectations, and benefits may contribute to lower participation rates, particularly among unduplicated students. Therefore, there is a clear need to strengthen systems that increase awareness, access, and engagement in CTE pathways to ensure unduplicated students have equitable opportunities to participate in college and career readiness experiences and successfully complete CTE programs.	In response to the identified need to increase access to and participation in Career Technical Education (CTE) pathways for unduplicated student groups, Granite Mountain Charter School implements a coordinated, LEA-wide system of supports through the Workforce Development Department. This department is designed to expand access, increase engagement, and reduce barriers that may limit student participation in college and career readiness opportunities. The Workforce Development Department, consisting of a Director, Assistant Director, and CTE-certified teachers, expands pathway opportunities and strengthens program infrastructure to support student access to career exploration and skill development. CTE courses are designed to include asynchronous, project-based learning with integrated hands-on activities, guest speakers, and both virtual and in-person field trips. These elements are intended to increase engagement and provide meaningful, real-world learning experiences that support diverse student needs. To further address identified barriers, GMCS is engaged in ongoing review and refinement of CTE curriculum to improve alignment with student interests and industry-relevant skills. This includes enhancing course design, expanding hands-on learning opportunities, and ensuring pathways provide accessible and relevant experiences that support sustained participation and completion. The department also implements schoolwide strategies to increase awareness and exposure to CTE opportunities, including Career Awareness Week, participation in college and industry events, and expanded college and career exploration activities. Communication efforts are reinforced through Professional Learning Communities (PLCs), schoolwide events, and digital outreach to ensure students and staff are informed of available pathways. Additionally, recognition systems, such as Varsity program opportunities and graduation honors tied to CTE participation, are used to encourage engagement and persistence. This action is provided on an LEA-wide basis because unduplicated students are enrolled throughout the program and may face barriers to accessing CTE opportunities regardless of location or background. A schoolwide approach ensures consistent access, increases awareness, and reduces inequities in participation. By prioritizing the needs of unduplicated students, GMCS strengthens systems that expand college and career readiness opportunities and improve outcomes for the entire student body.	Granite Mountain will monitor the effectiveness of this action by tracking students enrolled in CTE classes, students who complete CTE pathways, and students who complete AG requirements and CTE pathways. The action will be measured by M1.1, M1.12, M4.5, M4.6, M4.7, M4.8, M4.9, M4.11, M4.12, M4.13, M4.14, M4.15

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 4 Action 1	At Granite Mountain Charter School, English Learners (EL), representing approximately 1% of the student population, demonstrate a need for increased language access and targeted support to fully engage in both academic programs and schoolwide initiatives. While participation data indicates that 83% of multilingual students are engaged in English Language Development (ELD) instruction aligned to California ELD standards, family engagement data reflects opportunities for growth, with 62% of EL families participating in the LCAP survey and 44% attending English Learner Advisory Committee (ELAC) meetings. These data points suggest that language barriers may continue to limit full access to school communication, resources, and engagement opportunities for EL students and their families. Limited access to translated materials and interpretation services can impact families' ability to participate in decision-making processes, support student learning at home, and fully understand available academic programs and services. Additionally, English Learners require consistent access to standards-aligned instructional resources that are intentionally designed with language scaffolds to support English proficiency and content mastery. Without expanded language supports and increased family engagement, EL students may face challenges in accessing grade-level content and fully participating in their educational experience. Therefore, there is a demonstrated need to reduce language barriers by increasing access to translation and interpretation services, while strengthening opportunities for meaningful family engagement and access to instructional resources that support both language development and academic success for English Learners.	In response to the identified need to reduce language barriers and increase engagement for English Learners and their families, Granite Mountain Charter School implements targeted supports designed specifically for EL students. These actions include expanding and maintaining comprehensive translation and interpretation services across school communications, including resources, policies, meetings, and the school website, to ensure families can access critical information in their home language. To further address identified needs, GMCS provides structured English Language Development (ELD) programming aligned to California ELD standards, with ongoing progress monitoring to ensure students are developing English proficiency and accessing grade-level content. Student progress and program information are consistently communicated to families in their home language to support understanding and strengthen home-to-school connections. Additionally, GMCS provides targeted support to teachers through collaboration in Learning Plan (LP) meetings and ongoing coordination with families and support staff. Translation and interpretation services are integrated into these interactions to ensure meaningful participation and inclusive communication. These actions are designed to increase access to instructional supports, improve communication with families, and strengthen engagement for English Learners. By reducing language barriers and providing targeted supports, GMCS ensures EL students and their families are better equipped to participate in the educational program and support student success.	Granite Mountain will monitor parental engagement through educational partner surveys, ELAC engagement, and by tracking the percent of participation in EL activities. The action will be measured by M1.1, M1.2, M2.8, M4.1, M4.3, M4.6

Goal 4 Action 2	At Granite Mountain Charter School, English Learners (EL) demonstrate a need for consistent, targeted language development supports to increase English proficiency and access to grade-level academic content. While all EL students are assigned standards-aligned English Language Development (ELD) curriculum, participation data indicates variability in how students engage with available instructional models. Currently, 57% of EL students participate in synchronous ELD instruction, 3% engage in asynchronous curriculum, and 40% participate in real-world, evidence-based destination classes. Additionally, 59% of EL students participate in ELPAC and writing workshops. These variations in participation suggest that not all EL students are consistently accessing the full range of instructional supports needed to develop language proficiency and academic skills. English Learners require structured, consistent opportunities to engage in both designated and integrated ELD, as well as targeted writing and language practice to support reclassification and long-term academic success. While recent increases in reclassification rates indicate progress, there remains a need to ensure all EL students have equitable and consistent access to high-quality ELD instruction and opportunities to practice and demonstrate language proficiency. Without sustained and consistent engagement in these supports, some students may not fully develop the language skills necessary to meet reclassification criteria and access grade-level content. Therefore, there is a demonstrated need to strengthen and expand consistent participation in ELD instruction and language development opportunities to support English Learners in achieving English proficiency and long-term academic success.	In response to the identified need to increase consistent participation and access to effective English Language Development (ELD) instruction, Granite Mountain Charter School implements a targeted, comprehensive ELD program designed specifically for English Learners. This program integrates multiple instructional delivery models, including synchronous and asynchronous ELD instruction, as well as real-world, evidence-based destination classes and targeted workshops, to meet diverse student needs and increase engagement. The ELD program is grounded in standards-aligned, research-based instructional materials and is designed to provide structured opportunities for language development across listening, speaking, reading, and writing. By offering varied instructional formats, GMCS ensures that students have flexible access to ELD supports that align with their individual learning needs and schedules, increasing the likelihood of consistent participation. To further address identified needs, the program includes a robust progress monitoring system that tracks student growth and informs instructional adjustments. This allows staff to identify gaps in language development and provide targeted support to ensure students are progressing toward English proficiency and reclassification. Additionally, students participating in synchronous ELD instruction are supported with structured at-home activities that reinforce language development and connect directly to academic content. This integrated approach strengthens students' ability to apply language skills in core subject areas and supports access to grade-level curriculum. These actions are designed to increase consistency in participation, strengthen language acquisition, and ensure English Learners receive the targeted support necessary to achieve English proficiency and access academic content.	Granite Mountain Multilingual Staff will monitor student achievement in both English Language Development and reading and math, while also working toward a positive reclassification percentage. The action will be measured by M1.1, M1.2, M2.8, M4.1, M4.3, M4.6

Goal 4 Action 3	At Granite Mountain Charter School, English Learners (EL) continue to demonstrate a need for targeted academic and instructional support to achieve grade-level proficiency. While recent data indicates increased engagement among EL students, with a 23% increase in participation, and STAR 360 results show over 50% of EL students meeting or exceeding proficiency in both English Language Arts and mathematics, state assessment data reflects ongoing gaps in achievement. SBAC results indicate that fewer than 50% of EL students are meeting standards in both ELA and mathematics, highlighting a discrepancy between local and state assessment outcomes. This suggests that while progress is being made, EL students may require more consistent, targeted instruction and support to demonstrate proficiency on state-aligned measures. These data points indicate that English Learners continue to face challenges in accessing and mastering grade-level content, including the development of academic language and the ability to apply skills in more rigorous assessment contexts. Without sustained and targeted support, EL students may remain at risk of not meeting state standards. Therefore, there is a demonstrated need to strengthen instructional supports, increase staff capacity in effective strategies for English Learners, and enhance systems that support student engagement and family connection to promote improved academic outcomes for EL students.	In response to the identified need to strengthen instructional support and improve academic outcomes for English Learners, Granite Mountain Charter School implements targeted professional learning, coaching, and family engagement supports designed specifically for EL students. These actions focus on increasing staff capacity and ensuring consistent use of effective instructional strategies that support language development and access to grade-level content. The Multilingual Department provides ongoing professional development centered on evidence-based SDAIE (Specially Designed Academic Instruction in English) strategies. Multilingual staff participate in conferences, county-led trainings, and webinars to deepen their understanding of research-based practices, which are then redelivered through structured professional learning, coaching cycles, and collaborative opportunities for teachers. This ensures consistent and high-quality implementation of instructional strategies that meet the needs of English Learners. To further address identified needs, the department offers targeted workshops for families and Learning Coaches that focus on strategies to support English Learners within the independent study model. These workshops are designed to increase understanding of instructional approaches, strengthen home-to-school connections, and support consistent reinforcement of language development at home. These actions are designed to improve instructional effectiveness, increase student engagement, and strengthen family involvement, ensuring that English Learners receive the targeted support necessary to access grade-level content and improve academic outcomes.	Granite Mountain Multilingual Staff will engage in professional development opportunities provided by outside vendors, focusing on training general education teachers to increase engagement and achievement of English Learners. The action will be measured by M1.1, M1.2, M2.8, M4.1, M4.3, M4.6

Goal 4 Action 4	At Granite Mountain Charter School, English Learners (EL) continue to demonstrate a need for targeted, evidence-based instruction to achieve grade-level proficiency and sustain academic growth. While engagement in English Language Development (ELD) programming is strong, with 83% of EL students participating in ELD instruction and activities, achievement data indicates ongoing gaps in academic performance. Local STAR 360 assessment data shows that in the fall, 52.4% of EL students scored at or above grade level in English Language Arts and 57.1% in mathematics. These scores grew to 56.8% for ELA and 63.6% in math in the spring. However, state assessment results reflect lower levels of proficiency, with 37.9% of EL and Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in ELA and 27.6% in mathematics on the CAASPP. This discrepancy indicates that while students are making progress, many are not yet consistently demonstrating proficiency on state-aligned measures. These data points suggest that English Learners require continued access to structured, direct instruction that supports both language development and content mastery. Students may need additional opportunities to engage in rigorous, evidence-based instruction that strengthens academic language and supports the transfer of skills to more complex assessment contexts. Therefore, there is a demonstrated need to strengthen systems that support high-quality English Language Development instruction, increase consistency in implementation, and ensure students receive the targeted supports necessary to improve academic outcomes and achieve long-term success.	In response to the identified need to strengthen English Language Development (ELD) instruction and improve academic outcomes for English Learners, Granite Mountain Charter School implements targeted staffing and program supports through the Multilingual Department. This department is designed to provide consistent, high-quality instruction and coordinated support tailored to the unique needs of EL students. The Multilingual Department, consisting of a Director, Assistant Director, Coordinator, and paraprofessional staff, delivers both synchronous and asynchronous ELD instruction aligned to California ELD standards. These instructional models are designed to provide structured, direct language development while offering flexibility to meet diverse student needs. The program also includes evidence-based learning experiences, such as destination classes and individualized tutoring, to increase engagement and support language acquisition. To further address identified needs, multilingual staff assess EL students, monitor the progress of Recently Reclassified Fluent English Proficient (RFEP) students, and collaborate with families and school staff to ensure consistent and aligned support. These efforts ensure that students receive ongoing, responsive instruction and that progress toward English proficiency is closely tracked. Additionally, the department facilitates English Learner Advisory Committee (ELAC) meetings and provides workshops and engagement opportunities for families to increase understanding of the ELD program and strengthen home-to-school connections. These actions are designed to improve communication, increase family involvement, and support student success. These targeted supports ensure that English Learners receive consistent access to high-quality instruction, progress monitoring, and engagement opportunities necessary to develop English proficiency and improve academic outcomes.	Granite Mountain Multilingual Staff will be dedicated to tracking data, providing intervention, personally inviting families to events, engaging in educational partner feedback, and serving as an additional layer of support to monitor progress and achievement in ELA and math for English Learners.The action will be measured by M1.1, M1.2, M2.8, M4.1, M4.3, M4.6

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

Not Applicable

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[12:4773]	
Staff-to-student ratio of certificated staff providing direct services to students	[331:4773]	

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$61,811,911	$ 5,144,859	8.323%	0.000%	8.323%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$61,185,570	$ 731,960	$ -	$ -	$ 61,917,530.61	$ 47,834,659	$ 14,082,872

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Facility Repairs		No	Schoolwide	N/A	All	Ongoing	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
1	2	Office/Warehouse Lease		No	Schoolwide	N/A	All	Ongoing	$ -	$ 207,108	$ 207,108	$ -	$ -	$ -	$ 207,108	0.000%
1	3	Adopted Curriculum		No	Schoolwide	N/A	All	Ongoing	$ -	$ 500,000	$ 500,000	$ -	$ -	$ -	$ 500,000	0.000%
1	4	Professional Development through Curriculum Admin Staff		No	Schoolwide	N/A	All	Ongoing	$ -	$ 1,033,460	$ 1,033,460	$ -	$ -	$ -	$ 1,033,460	0.000%
1	5	Staff Supported Technology and Equipment		No	Schoolwide	N/A	All	Ongoing	$ -	$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
1	6	Student Technology	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ -	$ 800,000	$ 800,000	$ -	$ -	$ -	$ 800,000	0.000%
1	7	Certificated Staffing: Administrators and Teachers		No	Schoolwide	N/A	All	Ongoing	$ 32,922,080	$ -	$ 32,922,080	$ -	$ -	$ -	$ 32,922,080	0.000%
1	8	Classified Staffing		No	Schoolwide	N/A	All	Ongoing	$ 4,878,740	$ -	$ 4,878,740	$ -	$ -	$ -	$ 4,878,740	0.000%
1	9	Instructional Services		No	Schoolwide	N/A	All	Ongoing	$ -	$ 6,000,000	$ 6,000,000	$ -	$ -	$ -	$ 6,000,000	0.000%
1	10	Student Life and Athletics Clubs and Electives Staff		No	Schoolwide	N/A	All	Ongoing	$ 1,896,802	$ -	$ 1,896,802	$ -	$ -	$ -	$ 1,896,802	0.000%
1	11	Assessment Facility Rentals		No	Schoolwide	N/A	All	Ongoing	$ -	$ 9,500	$ 9,500	$ -	$ -	$ -	$ 9,500	0.000%
1	12	Additional Instructional Curriculum		No	Schoolwide	N/A	All	Ongoing	$ -	$ 2,684,470	$ 2,684,470	$ -	$ -	$ -	$ 2,684,470	0.000%
1	13	Instructional Materials and Supplies		No	Schoolwide	N/A	All	Ongoing	$ -	$ 1,625,000	$ 1,625,000	$ -	$ -	$ -	$ 1,625,000	0.000%
1	14	Positive School Culture/Community Engagement/Experiential Learning staff	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ 1,064,034	$ -	$ 1,064,034	$ -	$ -	$ -	$ 1,064,034	0.000%
1	15	Community Events		No	Schoolwide	N/A	All	Ongoing	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
1	16	Communication		No	Schoolwide	N/A	All	Ongoing	$ -	$ 218,333	$ 218,333	$ -	$ -	$ -	$ 218,333	0.000%
1	17	Field Trips	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ -	$ 218,333	$ 218,333	$ -	$ -	$ -	$ 218,333	0.000%
1	18	Crisis/Foster Youth/Homeless Professional Development	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ -	$ 52,035	$ 52,035	$ -	$ -	$ -	$ 52,035	0.000%
1	19	Crisis and Wellness Staffing	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ 1,663,221	$ -	$ 1,663,221	$ -	$ -	$ -	$ 1,663,221	0.000%
1	20	Regional Assistant Directors	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ 716,201	$ -	$ 716,201	$ -	$ -	$ -	$ 716,201	0.000%
2	1	Univeral Curriculum	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ -	$ 178,508	$ 178,508	$ -	$ -	$ -	$ 178,508	0.000%
2	2	Renaissance Suite		No	Schoolwide	N/A	All	Ongoing	$ -	$ 133,770	$ 133,770	$ -	$ -	$ -	$ 133,770	0.000%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	3	Student Achievement Professional Development		No	Schoolwide	N/A	All	Ongoing	$ -	$ 45,490	$ 45,490	$ -	$ -	$ -	$ 45,490	0.000%
2	4	Intervention Curriculum	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ -	$ 12,884	$ 12,884	$ -	$ -	$ -	$ 12,884	0.000%
2	5	Tutor.com Contract		No	Schoolwide	N/A	All	Ongoing	$ -	$ 8,000	$ 8,000	$ -	$ -	$ -	$ 8,000	0.000%
2	6	Learning Ally		No	Schoolwide	N/A	All	Ongoing	$ -	$ 3,599	$ 3,599	$ -	$ -	$ -	$ 3,599	0.000%
2	7	Intervention/SST Staffing	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ 1,867,446	$ -	$ 1,867,446	$ -	$ -	$ -	$ 1,867,446	0.000%
2	8	Nearpod for ELA/Math/Science		No	Schoolwide	N/A	All	Ongoing	$ -	$ 3,252	$ 3,252	$ -	$ -	$ -	$ 3,252	0.000%
3	1	College and Career Professional Development		No	Schoolwide	N/A	All	Ongoing	$ -	$ 45,490	$ 45,490	$ -	$ -	$ -	$ 45,490	0.000%
3	2	College and Career Staffing	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ 1,035,597	$ -	$ 1,035,597	$ -	$ -	$ -	$ 1,035,597	0.000%
3	3	CTE Staffing	Unduplicated	Yes	Schoolwide	All	All	Ongoing	$ 547,967	$ -	$ 547,967	$ -	$ -	$ -	$ 547,967	0.000%
3	4	High School Achievement Staffing		No	Schoolwide	N/A	All	Ongoing	$ 731,960	$ -		$ 731,960	$ -	$ -	$ 731,960	0.000%
4	1	Translation Services	English Learner	Yes	Limited	All	All	Ongoing	$ -	$ 2,700	$ 2,700	$ -	$ -	$ -	$ 2,700	0.000%
4	2	English Language Development Curriculum	English Learner	Yes	Limited	All	All	Ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	3	Multilingual PD	English Learner	Yes	Limited	All	All	Ongoing	$ -	$ 45,940	$ 45,940	$ -	$ -	$ -	$ 45,940	0.000%
4	4	Multilingual Staffing	English Learner	Yes	Limited	All	All	Ongoing	$ 510,612	$ -	$ 510,612	$ -	$ -	$ -	$ 510,612	0.000%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 61,811,911	$ 5,144,859	8.323%	0.000%	8.323%	$ 8,720,477	0.000%	14.108%	**Total:**	$ 8,720,477
								LEA-wide Total:	$ -
								Limited Total:	$ 564,252
								Schoolwide Total:	$ 8,156,225

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Facility Repairs	No	Schoolwide		All	$ -	0.000%
1	2	Office/Warehouse Lease	No	Schoolwide		All	$ -	0.000%
1	3	Adopted Curriculum	No	Schoolwide		All	$ -	0.000%
1	4	Professional Development through Curriculum Admin Staff	No	Schoolwide		All	$ -	0.000%
1	5	Staff Supported Technology and Equipment	No	Schoolwide		All	$ -	0.000%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	6	Student Technology	Yes	Schoolwide	All	All	$ 800,000	0.000%
1	7	Certificated Staffing: Administrators and Teachers	No	Schoolwide		All	$ -	0.000%
1	8	Classified Staffing	No	Schoolwide		All	$ -	0.000%
1	9	Instructional Services	No	Schoolwide		All	$ -	0.000%
1	10	Student Life and Athletics Clubs and Electives Staff	No	Schoolwide		All	$ -	0.000%
1	11	Assessment Facility Rentals	No	Schoolwide		All	$ -	0.000%
1	12	Additional Instructional Curriculum	No	Schoolwide		All	$ -	0.000%
1	13	Instructional Materials and Supplies	No	Schoolwide		All	$ -	0.000%
1	14	Positive School Culture/Community Engagement/Experiential Learning staff	Yes	Schoolwide	All	All	$ 1,064,034	0.000%
1	15	Community Events	No	Schoolwide		All	$ -	0.000%
1	16	Communication	No	Schoolwide		All	$ -	0.000%
1	17	Field Trips	Yes	Schoolwide	All	All	$ 218,333	0.000%
1	18	Crisis/Foster Youth/Homeless Professional Development	Yes	Schoolwide	All	All	$ 52,035	0.000%
1	19	Crisis and Wellness Staffing	Yes	Schoolwide	All	All	$ 1,663,221	0.000%
1	20	Regional Assistant Directors	Yes	Schoolwide	All	All	$ 716,201	0.000%
2	1	Univeral Curriculum	Yes	Schoolwide	All	All	$ 178,508	0.000%
2	2	Renaissance Suite	No	Schoolwide		All	$ -	0.000%
2	3	Student Achievement Professional Development	No	Schoolwide		All	$ -	0.000%
2	4	Intervention Curriculum	Yes	Schoolwide	All	All	$ 12,884	0.000%
2	5	Tutor.com Contract	No	Schoolwide		All	$ -	0.000%
2	6	Learning Ally	No	Schoolwide		All	$ -	0.000%
2	7	Intervention/SST Staffing	Yes	Schoolwide	All	All	$ 1,867,446	0.000%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	8	Nearpod for ELA/Math/Science	No	Schoolwide		All	$ -	0.000%
3	1	College and Career Professional Development	No	Schoolwide		All	$ -	0.000%
3	2	College and Career Staffing	Yes	Schoolwide	All	All	$ 1,035,597	0.000%
3	3	CTE Staffing	Yes	Schoolwide	All	All	$ 547,967	0.000%
3	4	High School Achievement Staffing	No	Schoolwide		All	$ -	0.000%
4	1	Translation Services	Yes	Limited	All	All	$ 2,700	0.000%
4	2	English Language Development Curriculum	Yes	Limited	All	All	$ 5,000	0.000%
4	3	Multilingual PD	Yes	Limited	All	All	$ 45,940	0.000%
4	4	Multilingual Staffing	Yes	Limited	All	All	$ 510,612	0.000%

2026-2027 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 61,917,530.61	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Facility Repairs	No	$ 30,000	$ -
1	2	Office/Warehouse Lease	No	$ 207,108	$ -
1	3	Adopted Curriculum	No	$ 500,000	$ -
1	4	Professional Development through Curriculum Admin Staff	No	$ 1,033,460	$ -
1	5	Staff Supported Technology and Equipment	No	$ 200,000	$ -
1	6	Student Technology	Yes	$ 800,000	$ -
1	7	Certificated Staffing: Administrators and Teachers	No	$ 32,922,080	$ -
1	8	Classified Staffing	No	$ 4,878,740	$ -
1	9	Instructional Services	No	$ 6,000,000	$ -
1	10	Student Life and Athletics Clubs and Electives Staff	No	$ 1,896,802	$ -
1	11	Assessment Facility Rentals	No	$ 9,500	$ -
1	12	Additional Instructional Curriculum	No	$ 2,684,470	$ -
1	13	Instructional Materials and Supplies	No	$ 1,625,000	$ -
1	14	Positive School Culture/Community Engagement/Experiential Learning staff	Yes	$ 1,064,034	$ -
1	15	Community Events	No	$ 20,000	$ -
1	16	Communication	No	$ 218,333	$ -
1	17	Field Trips	Yes	$ 218,333	$ -
1	18	Crisis/Foster Youth/Homeless Professional Development	Yes	$ 52,035	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	19	Crisis and Wellness Staffing	Yes	$ 1,663,221	$ -
1	20	Regional Assistant Directors	Yes	$ 716,201	$ -
2	1	Univeral Curriculum	Yes	$ 178,508	$ -
2	2	Renaissance Suite	No	$ 133,770	$ -
2	3	Student Achievement Professional Development	No	$ 45,490	$ -
2	4	Intervention Curriculum	Yes	$ 12,884	$ -
2	5	Tutor.com Contract	No	$ 8,000	$ -
2	6	Learning Ally	No	$ 3,599	$ -
2	7	Intervention/SST Staffing	Yes	$ 1,867,446	$ -
2	8	Nearpod for ELA/Math/Science	No	$ 3,252	$ -
3	1	College and Career Professional Development	No	$ 45,490	$ -
3	2	College and Career Staffing	Yes	$ 1,035,597	$ -
3	3	CTE Staffing	Yes	$ 547,967	$ -
3	4	High School Achievement Staffing	No	$ 731,960	$ -
4	1	Translation Services	Yes	$ 2,700	$ -
4	2	English Language Development Curriculum	Yes	$ 5,000	$ -
4	3	Multilingual PD	Yes	$ 45,940	$ -
4	4	Multilingual Staffing	Yes	$ 510,612	$ -

2026-2027 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 8,720,477	$ -	$ 8,720,477	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Facility Repairs	No	$ -	$ -	0.000%	0.000%
1	2	Office/Warehouse Lease	No	$ -	$ -	0.000%	0.000%
1	3	Adopted Curriculum	No	$ -	$ -	0.000%	0.000%
1	4	Professional Development through Curriculum Admin Staff	No	$ -	$ -	0.000%	0.000%
1	5	Staff Supported Technology and Equipment	No	$ -	$ -	0.000%	0.000%
1	6	Student Technology	Yes	$ 800,000	$ -	0.000%	
1	7	Certificated Staffing: Administrators and	No	$ -	$ -	0.000%	0.000%
1	8	Classified Staffing	No	$ -	$ -	0.000%	0.000%
1	9	Instructional Services	No	$ -	$ -	0.000%	0.000%
1	10	Student Life and Athletics Clubs and Electives	No	$ -	$ -	0.000%	0.000%
1	11	Assessment Facility Rentals	No	$ -	$ -	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	12	Additional Instructional Curriculum	No	$ -	$ -	0.000%	0.000%
1	13	Instructional Materials and Supplies	No	$ -	$ -	0.000%	0.000%
1	14	Positive School Culture/Community Engagement/Experiential Learning staff	Yes	$ 1,064,034	$ -	0.000%	
1	15	Community Events	No	$ -	$ -	0.000%	0.000%
1	16	Communication	No	$ -	$ -	0.000%	0.000%
1	17	Field Trips	Yes	$ 218,333	$ -	0.000%	
1	18	Crisis/Foster Youth/Homeless Professional Development	Yes	$ 52,035	$ -	0.000%	
1	19	Crisis and Wellness Staffing	Yes	$ 1,663,221	$ -	0.000%	
1	20	Regional Assistant Directors	Yes	$ 716,201	$ -	0.000%	
2	1	Univeral Curriculum	Yes	$ 178,508	$ -	0.000%	
2	2	Renaissance Suite	No	$ -	$ -	0.000%	0.000%
2	3	Student Achievement Professional Development	No	$ -	$ -	0.000%	0.000%
2	4	Intervention Curriculum	Yes	$ 12,884	$ -	0.000%	
2	5	Tutor.com Contract	No	$ -	$ -	0.000%	0.000%
2	6	Learning Ally	No	$ -	$ -	0.000%	0.000%
2	7	Intervention/SST Staffing	Yes	$ 1,867,446	$ -	0.000%	
2	8	Nearpod for ELA/Math/Science	No	$ -	$ -	0.000%	0.000%
3	1	College and Career Professional Development	No	$ -	$ -	0.000%	0.000%
3	2	College and Career Staffing	Yes	$ 1,035,597	$ -	0.000%	
3	3	CTE Staffing	Yes	$ 547,967	$ -	0.000%	
3	4	High School Achievement Staffing	No	$ -	$ -	0.000%	0.000%
4	1	Translation Services	Yes	$ 2,700	$ -	0.000%	
4	2	English Language Development Curriculum	Yes	$ 5,000	$ -	0.000%	
4	3	Multilingual PD	Yes	$ 45,940	$ -	0.000%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4	Multilingual Staffing	Yes	$ 510,612	$ -	0.000%	

2026-2027 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ -	0.000%	0.000%	$ -	0.000%	0.000%	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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