

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Charter Academy

CDS Code: 10 62166 0140764

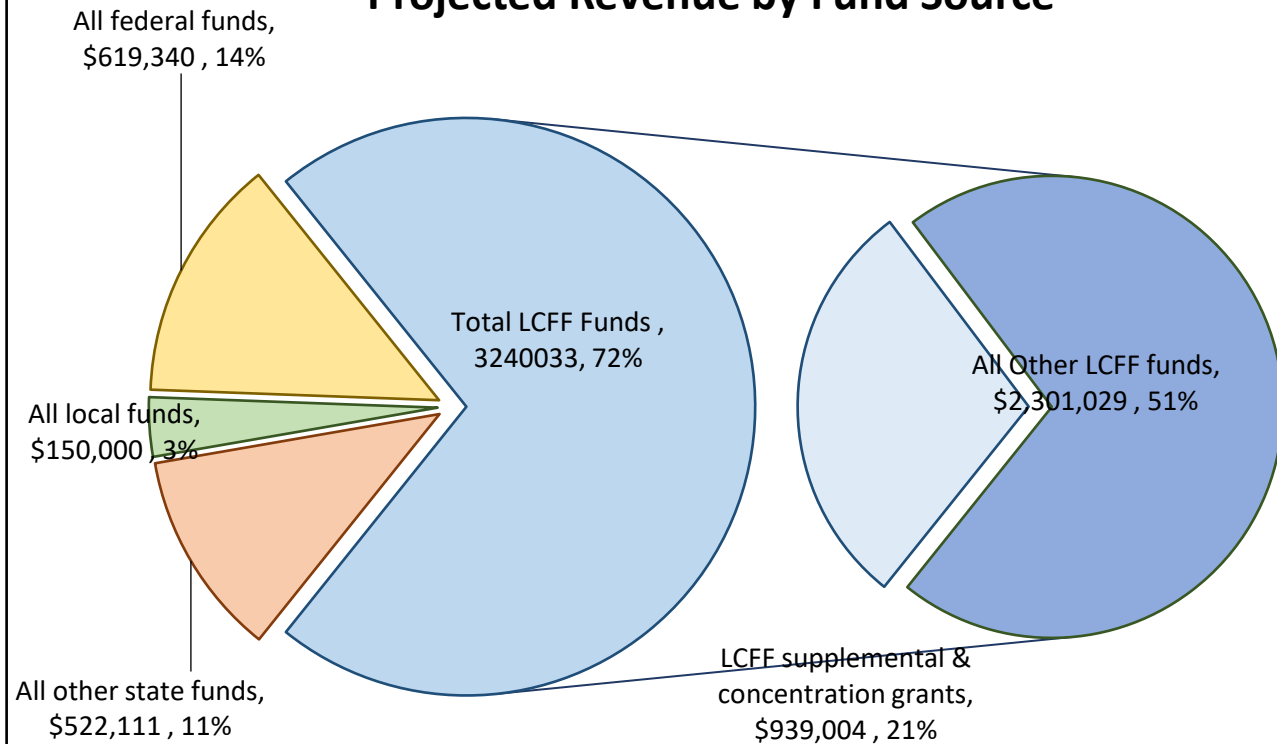
School Year: 2022 – 23

LEA contact information: Mandy Breuer, Principal, (559) 660-5144, mandy@goldencharteracademy.org

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 2022 – 23 School Year

Projected Revenue by Fund Source

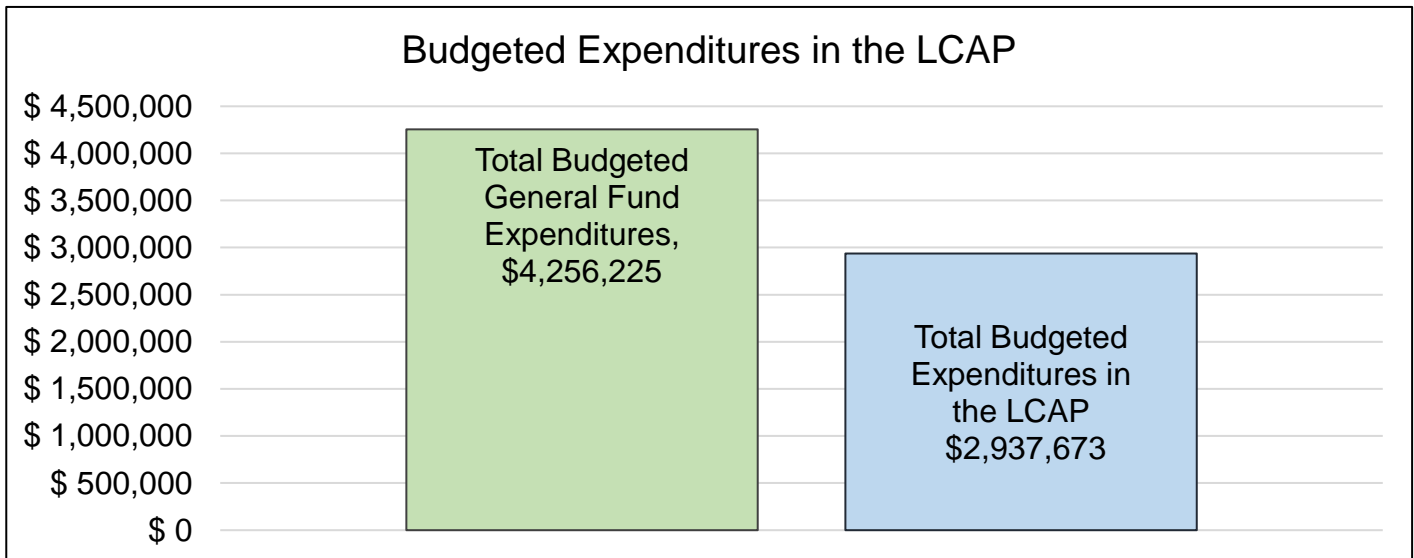


This chart shows the total general purpose revenue Golden Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Charter Academy is \$4,531,484.00, of which \$3,240,033.00 is Local Control Funding Formula (LCFF), \$522,111.00 is other state funds, \$150,000.00 is local funds, and \$619,340.00 is federal funds. Of the \$3,240,033.00 in LCFF Funds, \$939,004.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Golden Charter Academy plans to spend for 2022 – 23. 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: Golden Charter Academy plans to spend \$4,256,225.00 for the 2022 – 23 school year. Of that amount, \$2,937,673.00 is tied to actions/services in the LCAP and \$1,318,552.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

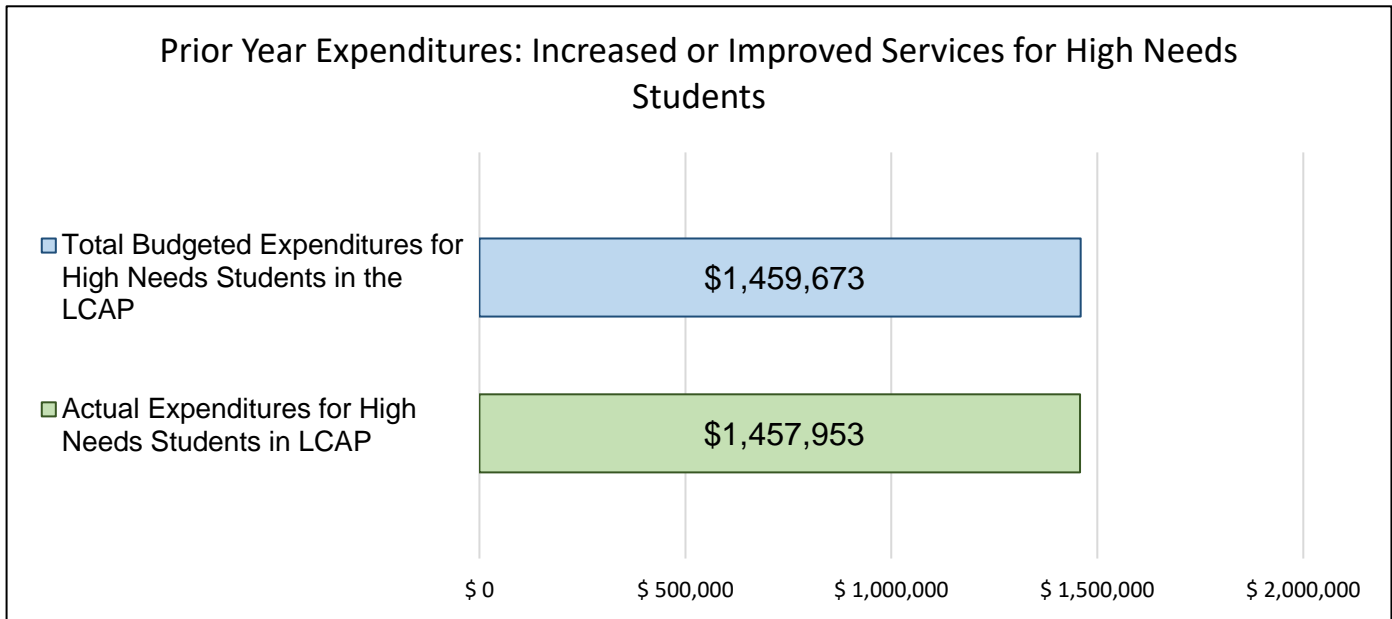
General Fund Budget Expenditures not included in the LCAP for school year 2022/23 consist of the food program, administrative and professional services, and financing costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Golden Charter Academy is projecting it will receive \$939,004.00 based on the enrollment of foster youth, English learner, and low-income students. Golden Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Charter Academy plans to spend \$2,551,748.00 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 2021 – 22



This chart compares what Golden Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Charter Academy 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 2021 – 22, Golden Charter Academy's LCAP budgeted \$1,459,673.00 for planned actions to increase or improve services for high needs students. Golden Charter Academy actually spent \$1,457,953.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$1,720.00 had the following impact on Golden Charter Academy's ability to increase or improve services for high needs students:

Total actual expenditures were materially similar to budgetd expenditures.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Charter Academy	Mandy Breuer, Principal Robert Golden, CEO	<ul style="list-style-type: none"> • mandy@goldencharteracademy.org • robert@goldencharteracademy.org • 559-293-3157

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

Prompt 1: A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Golden Charter Academy comes from a standing commitment to foundational engagement with its educational partners on a local, state and national level. These efforts were refined and improved through the 2021-22 Local Control and Accountability Plan (LCAP) development process as well as through GCA’s charter development and authorization process and School Plan for Student Achievement (SPSA). Golden Charter Academy will continue to engage the school’s educational partners regarding the development of the 2022-23 budget. Previous and continuing engagement opportunities include a series of surveys and interviews to solicit feedback on key budgeting priorities and advancement of mission (GCA 2021-22 LCAP page 5). We are in almost daily dialogue with our families and outside educational partners due to the need to stay nimble and responsive to needs during a pandemic.

As GCA has focused on aligning budget to priorities on behalf of our learning community, school administrators meet monthly with the 10-member school site council, with the GCA Board of Trustees, with community environmental science and education partners (Fresno Chaffee Zoo, River Parkway Trust, Sierra Foothills Conservancy, Fresno County Office of Education and The Biomimicry Institute) and twice monthly with the school’s mental health service providers, Integral Community Solutions Institute. These meetings discuss programs, efficacy, and resource planning. Weekly check in meetings with Fresno County Public Health partners and students’ families have become necessary to play offense in COVID-19 mitigation efforts. Golden Charter Academy has engaged frequently with the African American Coalition to create educational workshops designed to help families demystify COVID-19 as well as to offer vaccination and testing on site. GCA recently participated in a meet and greet at Hmong Cultural New

Year Celebration, Inc's recent community event. Current outreach to collaborate with the Fresno American Indian Health Project and Fresno State's Department of American Indian Studies are underway. In addition to the regular check ins with educational partners, GCA's upcoming engagement opportunities for budget planning include:

- January, February and March Site Council meetings dedicated to refine budget priorities and narration
- Teacher listening sessions and surveys in February, March, April to identify program needs and resources
- Family listening surveys in March to identify community needs and resources
- School partner surveys in March to identify program needs and resources

GCA received additional \$76K in concentration funds not listed in the original LCAP. However due to significant declines in average daily attendance due to COVID cases and quarantines, the concentration money was used to to offset the \$100K in lost revenue from ADA challenges. The concentration funding essentially was used to maintain service levels for our students and their families.

GCA additionally received ESSER II funding that was not originally included in the LCAP. GCA consulted with educational partners to adjust student-facing services, pandemic response services and restore cuts that were planned due to lost revenue from lower attendance.

Prompt 2: A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Golden Charter Academy has an unduplicated student count of 96.7%, based on November 2021 - December 2021 calculations.

Through the school's partner engagement process, GCA became aware of some emerging priorities to address. As mentioned prior, additional concentration funding was used to offset cuts and maintain services our students and families expect from being enrolled at GCA.

School safety during in-person learning took priority with additional funding allocated to purchase:

- janitorial services to ensure students and their families could access high-quality, clean and safe learning spaces.
- increased part-time and full-time classified staffing to allow for smaller cohorting of students—allowing for quick, accurate contact tracing, quarantining and sanitization throughout regular and extended day programming in order to deliver safe, high-quality in-person instructional experiences for the majority of our students.
- personal protective equipment to guarantee students access to safe, high-quality learning experiences in-person campus classrooms and community partner learning spaces.

Meeting students' and families' social-emotional learning needs as they re-integrated back into in-person academic and social environments proved the other emerging area to address. Additional funding was allocated to purchase:

- increased part-time and volunteer staffing for in-school mentorship positions.
- more after-school program support to allow for cohorted enrichment opportunities. Program offerings include literacy support, tutoring, social emotional learning, physical education and cohorted supervised play.

Prompt 3: A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Golden Charter School has an established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Charter Authorization process as well as the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as GCA sought the input and feedback of its educational partner groups from the onset of the school opening in the pandemic and continuing through the development of the ESSER III Expenditure Plan.

Prompt 4: A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Golden Charter Academy did not receive ESSER II and III funding until end of Quarter 2 and has immediately begun engaging educational partners to shape the priorities to be addressed with the implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan.

Health and safety of students, educators, and other staff

- Successes: In the fall 2021 semester, GCA's pandemic response efforts minimized school disruptions caused by the pandemic and provided a safe, in-person learning experience for most all students, faculty and staff.
 - Mitigation efforts included: rigorous masking, cohorting of grade levels to make for efficient, quick contact tracing response, assembling students outdoors as much as possible, additional janitorial services,
- Challenges: Early on, GCA faced some staffing shortages due to COVID exposures or positive test cases. After expanding staffing, we were able to stabilize and expand mitigation efforts to ensure safety of students, educators and staff.

Continuity of services

- Successes: The vast majority of our students were able to experience a rich, place-based, experiential learning experience in person on campus, at the Fresno Chaffee Zoo and several other community agencies throughout the Fresno area. Educational faculty working with our Student Services Coordinator and Attendance Secretary were able to provide short-term independent study options and maintain school connectivity for students needing to quarantine due to (+) COVID case and/or exposure.
- Challenges: Supply chain shortages impacted the arrival of technology, curriculum and instructional materials. Although orders for these learning materials were placed in late spring/early summer, technology, curriculum and instructional supplies arrived to the school after a month into in-person instruction. Faculty made major pivots to ensure students were receiving high-quality learning experiences.

Implementation of the ESSER III Expenditure Plan

- Successes: In process—aligned with our LCAP goals
- Challenges: Funding notification did not come until the end of quarter 2. GCA is in process, working with its educational partners, to develop a responsive plan to ensure funding supports program goals and priorities.

Prompt 5: A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Golden Charter Academy used its fiscal resources to implement its program to meet the goals listed in the 2021-22 LCAP. The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by ensuring students have access to high-quality instruction, trained and prepared educators and safe, clean, responsive classrooms on campus and with community agency partners as we strive to meet performance goals detailed out in our Environmental Student Outcomes—in ELA, math, science, SEL and local stewardship measures. Golden Charter Academy will use its fiscal resources to maintain levels of student-facing services, offset cuts from lower ADA and implement additional ESSER III dollars with a plan that ensures we have the resources needed to accomplish priorities detailed in LCAP.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to

students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

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
Golden Charter Academy	Mandy Breuer, Principal Robert Golden, President & CEO	mandy@goldencharteracademy.org robert@goldencharteracademy.org 559-293-3157

Plan Summary [2022-2023]

General Information

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

The overarching vision of Golden Charter Academy (GCA) is to nurture expert learners that aspire to experience the world around them, both as community ambassadors and global citizens. Our philosophy embraces the community, the natural world, the zoo, and the GCA campus as fundamental places of learning and relevance. GCA views curriculum and learning from a foundation that seeks to break down barriers and positions all students for growth. The educational pathway of our students immerses them in experiences of awe, wonder, and curiosity through environmental engagement. Through this vision, GCA intends to serve all students, including those who have struggled academically, have been historically underserved, and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, as well as homeless and foster youth would benefit especially from an instructional approach that combines informed best practices with individualized attention through a schoolwide mentoring program. GCA is committed to the three core values of Stewardship, Equity, and Access. These values represent GCA's most ardent beliefs and underpin all educational efforts. Stewardship refers to the deep understanding of the interconnection of all life and the importance of conserving and managing the earth's natural resources as well as the care for community and place. Equity focuses on GCA's purposeful commitment to elevating the cultural and societal contributions of all people, especially historically underrepresented and underserved communities. Finally, access is GCA's commitment to creating pathways to success for all learners, through innovative lesson design and instructional practices that develop their expertise. Curiosity, exploration, and discovery are the hallmarks of our educational program and the tools we use to Inspire powerful young minds, our central mission. Through a comprehensive and balanced curriculum coupled with challenging assessments, GCA aspires to develop the individual talents of young people and to teach them to relate the experiences of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis will be placed on the ideals of cultural understanding and responsible, environmental, citizenship. The goal is for students to become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs. They will be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life. GCA

will achieve its mission and vision through implementing the school's core values coupled with the rich partnership with the Fresno Chaffee Zoo and regional environmental education agencies—working together to create a world-class educational experience for Golden Charter Academy students. In this light, the zoo and green spaces across the region serve as an extension of the classroom while students learn to be citizens in a worldwide community and stewards of our planet.

Reflections: Successes

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

It is important to reflect on the progress that Golden Charter Academy has made during the reporting period, even in the midst of a global pandemic. In August 2021, after a year of distance learning, all students quickly transitioned back to campus for in-person instruction. The site implemented high-leverage Tier 1 best practices in order to create safe classroom environments where meaningful interactions and checks for understanding regularly occurred. New systems, protocols, and educational tools were also utilized to advance academic achievement, despite challenges students may have faced during the previous year. Additionally, teachers, administrators and staff worked both creatively and collaboratively to implement mission-aligned learning programs. Everyone on site was provided with technology, access to the Internet, as well as necessary school supplies.

And this was year 1: We opened in the midst of a raging global pandemic, executed our vision, implemented our best practices, created feedback and accountability mechanisms for our goals, grew enrollment, nurtured families, students, staff and faculty through this year and gave students the opportunities to make a real impact on their Fresno community through stewardship actions. As we wait on final assessment data for our Environmental Student Outcomes (CAASPP, NWEA, CHKS & NAAEE nature connectedness surveys). GCA has worked diligently to design an educational program that meets the needs of all students. The design of the program addresses the needs of the students served both academically and holistically. We did meet our goal of providing educational opportunity for the historically underserved students of southwest Fresno and supported and furthered the work of FUSD by creating a uniquely different model of education for those students still struggling in the traditional school model. GCA successfully offered a robust Universal Design for Learning (UDL)-Standards Based curriculum that gave hands-on experiences, research, and fieldwork in partnership with the Fresno Chaffee Zoo, San Joaquin River Parkway & Conservation Trust, Sierra Foothills Conservancy, Fresno Parks/Rec, Fresno State's Downing Planetarium, FCSS Scout Island, Fresno County Libraries, Fresno American Indian Health Project, Ingleby Farms and Alta Peak Native Plant Society. The partnership with Fresno Chaffee Zoo takes learning beyond the classroom and brings students face to face with learning, providing experiences and lessons that open our student's eyes to the world that is available to them.

Although safety protocols limited on-campus events, families stayed informed through weekly electronic communication, zoom Town Halls and listening sessions, and two-way messaging platforms. The student services coordinator and attendance secretaries were also utilized to support families who experienced learning loss as a result of the pandemic. When designing lesson plans that often necessitated the continuation of distance learning, if a student was required to quarantine, teachers aligned best practices with instructional working groups that considered the learner's family context, home language, access to resources, and presence or responsibilities of the caretaker. As a result of these proactive measures, as well as streamlining our

assessment plans, identifying new educational materials, and adopting technology platforms across the organization, students remained engaged and focused on curriculum.

With respect to improved student outcomes, the GCA team identified literacy across various disciplines as a key element to closing the achievement gap, which was exacerbated as a result of Covid-19 school closures. During the year, the implementation of a school-wide phonics and guided reading program, with interdisciplinary connections to science and math, increased instructional rigor and expanded students' capacity to drive their own learning. This framework has been replicated in all grade levels and is frequently discussed during staff meetings, grade level meetings, and in board meetings. Furthermore, classroom visits with focused "look-fors" and regular checks for understanding with students provided specific actionable feedback for teachers and informed professional development needs.

GCA remains vigilant in creating pathways to success for all learners through innovative lesson design and instructional practices that develop students' expertise. Curiosity, exploration, and discovery are the hallmarks of our educational program and the tools we use to inspire powerful young minds, our central mission. Through a comprehensive and balanced curriculum coupled with challenging assessments, GCA develops the individual talents of young people and teaches them to relate the experiences of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of cultural understanding and responsible, environmental, citizenship. GCA students are honing their skills of being critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs. They have demonstrated consciousness of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life.

GCA embraces the community, the natural world, the zoo, and the charter school campus as fundamental places of learning and relevance. Our curriculum, instruction and our learning experiences break down barriers for growth. The educational pathway here immerses students in experiences of awe, wonder, and curiosity through environmental engagement. GCA has created a learning and growing environment that develops students into poised, confident, and articulate leaders who will use their education and life experiences to create positive change in their own lives, in their communities, and in the world. We have stayed true to our vision of how learning best occurs: (1) through an innovative, integrated curriculum, (2) through high-quality instruction and (3) through positive school culture. At Golden Charter Academy, we teach and guide students who possess a lifelong love of learning. The academic program at GCA prepares every student for the intensity and challenge of high school academics and complex 21st century issues. The content offered at the Golden Charter Academy is grounded in rigor and high engagement. GCA's teaching staff successfully curates learning environments that actively engage the student body. Golden Charter Academy's goal is that all students leave the program with an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond. We know it is imperative to keep students connected to their futures in positive ways and to develop students who understand the individual contributions they can make to their families, the local community, and the world beyond. And we are only getting started!

Reflections: Identified Need

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

Due to the pandemic and school closures, the most recent dashboard data for Fresno Unified is from 2019. However, during the reporting period we closely monitored academic growth, achievement, attendance. Over the course of the year and often because of health, attendance rates declined slightly and chronic absenteeism increased particularly for our low-income students. Yet, GCA remains vigilant in creating pathways to success for all learners through innovative lesson design and instructional practices that develop students' expertise. Curiosity, exploration, and discovery are the hallmarks of our educational program and the tools we use to inspire powerful young minds, our central mission. Through a comprehensive and balanced curriculum coupled with challenging assessments, GCA develops the individual talents of young people and teaches them to relate the experiences of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of cultural understanding and responsible, environmental, citizenship. GCA students are honing their skills of being critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs. They have demonstrated consciousness of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life. GCA will offer a different way for students to access high-quality education, specifically the students, families, and community of southwest Fresno and fills a community need and interest for a TK/K-8 school that combines 1) college-preparatory academics, 2) serving the needs of a historically underserved and socioeconomically disadvantaged population, and 3) whole-child (holistic) growth.

FUSD is the fourth largest school district in California. The history of FUSD is the story of consolidation over decades of growth, with the poorest residents strategically being situated on the southwest side of town through strategic city planning and development. Sadly, the results of redlining are still evident in the city of Fresno today. The concentration of poverty has remained a plague for the southwest side of the city and has slowly moved into the areas that afford low-income housing. These areas have fewer health services and access to hospitals, as well as fewer banking institutions, grocery stores, and health clubs. Instead, prominent in these neighborhoods are liquor stores, check cashing and payday loan services, and fast food chains. There are also very few city parks in this part of Fresno. Repeatedly, southwest Fresno has been identified as one of the most socio-economically disadvantaged areas in the state of California and the nation as well. The extreme corner of this area, locally known as "West Fresno", has specifically been named as one of the most socioeconomically depressed areas in the nation and one of California's most dangerous places to live. Educational attainment and poverty have a direct correlation in Fresno and most of the city's impoverished residents live in the southwest area of the city. Fresno's southwest side has historically and purposefully been underserved. According to 2018 data from the U.S. Census Bureau, over half of southwest Fresno lives below the poverty line, while the rest of Fresno hovers around 27%. Residents of southwest Fresno earn about half the median salary as the rest of Fresno. Most recently, the Fresno neighborhoods GCA services have been ranked the most polluted in California.

LCAP Highlights

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

GCA prides itself on our work that addresses inequalities for all students—focusing on equity, stewardship and access. Over this inaugural year, the school has prioritized the implementation of its science, phonics and guided reading program and has seen evidence indicating improving ELA and math outcomes across the site. In this LCAP, we plan to broaden the application of this program and deepen teaching best practices in order to ensure additional academic success. Accordingly, our LCAP actions continue the site’s efforts to address issues that disproportionately impact communities of color, while providing all learners with multi-tiered systems of support to increase academic achievement. Finally, our plan includes initiatives centered on student wellness as the community continues to reacclimate to in-person learning. Through multi-tiered systems of support that are both effective and sustainable, students feel safe on campus and connected to others.

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.

No school was eligible for CSI

No school was eligible 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.

N/A

Not applicable

Monitoring and Evaluating Effectiveness

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

GCA students experience and interact in an innovative curriculum that broadly redefines educational space and ties it to NGSS standards and the Common Core State Standards for math and ELA. GCA students regularly convene in their classroom at the Fresno Chaffee Zoo and other local environmental and community agencies, where interdisciplinary lessons will be rooted in exploration and discovery. Although one of the core values of GCA is Stewardship, in addition to environmental education and science-based inquiries, the content areas of language arts, math, and social science will be studied both on and off the zoo grounds. This is possible because science at GCA is treated as more than a specific

discipline—science is a way of thinking, a process by which students learn to test ideas, vet information, and come to rational conclusions via empirical analysis. The Scientific Method will feature prominently in GCA lessons, for it empowers students to employ a process for accurately reading the world around them. GCA students will make weekly visits to the zoo grounds as part of their curricular experience. This will include Physical Education, where the vast grounds at Roeding Park and the Zoo will provide ample room for walking, running, and exercising. Math will also be taught using the zoo as an educational laboratory. The wildlife at the zoo easily lends itself to quantification, both in terms of physical attributes and behavior. Social science may seem to be a more distant discipline when it comes to a natural world curriculum, but this is not so. It is only through a deep understanding of the role of wildlife and impact of the natural environment on human societies is it possible for a deep understanding of social sciences.

Engaging Educational Partners

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

Golden Charter Academy relies on engagement with educational partners on a local, state and national level. These efforts were refined and improved through the 2021-22 Local Control and Accountability Plan (LCAP) development process as well as through GCA's charter development and authorization process and School Plan for Student Achievement (SPSA). Golden Charter Academy has continued its foundational commitment to deep engagement with GCAs educational partners regarding the development of the 2022-23 budget. As GCA has focused on aligning budget to priorities on behalf of our learning community, school administrators meet monthly with the 10-member school site council, with the GCA Board of Trustees, with community environmental science and education partners (Fresno Chaffee Zoo, River Parkway Trust, Sierra Foothills Conservancy, Fresno County Office of Education and The Biomimicry Institute) and monthly with the school's mental health service providers, Integral Community Solutions Institute.

These meetings discuss programs, efficacy, and resource planning as well as shape priorities that become goals and action steps helping GCA to meet its mission and vision. August - March, weekly check in meetings with Fresno County Public Health partners and students' families became necessary to play offense in COVID-19 mitigation efforts. During this time, GCA engaged frequently with the African American Coalition to create educational workshops designed to help families demystify COVID-19 as well as to offer vaccination and testing on site. GCA participated in Hmong Cultural New Year Celebration, Inc's. GCA's outreach with the Fresno American Indian Health Project has led to program collaboration around nutrition programs. In addition to the regular check-ins with educational partners, GCA utilized a variety of surveys throughout the year to collect feedback on programs, needs and priorities. Surveys were targeted to faculty, staff as well as families. Student input was sought in relation to program impact. Additionally, GCA hosted listening sessions for families and created feedback mechanisms embedded in S1 and S2 family conferences so families could share input on programs, needs and priorities. Sessions were offered both in-person and virtually. Teachers and classified staff had the opportunity to share input on needs, programs and priorities in Q2 and Q3 staff meetings. GCA's site council shaped the goals and refined actions to meet those goals over the course of Q2, Q3 and Q4. Quarterly meetings with educational partners like Fresno Chaffee Zoo and other

environmental education partners who service our students directly were also given the opportunity to shape budget program priorities. GCA hosted public comment sessions for the 22-23 LCAP in April and May through virtual sessions. Metric data was shared with partners, families, Site Council, faculty/staff in the mid-year LCAP report out and end-of-year report out.

A summary of the feedback provided by specific educational partners.

Family, faculty and staff surveys revealed a strong desire for rich academic and after-school programming, literacy intervention, school safety (supervision and COVID safety). Almost 70% of respondents ranked improved student achievement, positive and safe school culture and climate as their top priorities and about 50% of respondents wanted goals around attracting and retaining highly qualified, diverse faculty and staff as a top priority for GCA this upcoming school year. Many families expressed the need for intervention support to address gaps they noticed from lack of in-person schooling for two years. Additionally, families, faculty and staff wanted programs to bolster social, emotional and academic skills as students regained their footing in the in-person learning environment.

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

Golden Charter Academy is using the rich perspectives of our community and educational partners to create an educational plan that will meet the school's goals listed in the LCAP—focused on creating opportunities for students to be critical thinkers at a systems level, rooted in their own efficacy and agency as solutionaries, connected deeply with the natural world as they extend circles of compassion to all living things and engage civically and individually in work to create healthier communities and ecosystems. As a result from educational partner outreach, feedback from community agencies teachers, staff, students and families reflected the toll the global pandemic has taken on students and informs LCAP actions to not only support students' mental health, but to rekindle their natural curiosity and desire to learn through actions including improving teacher facility with best practices, outdoor education, and our math and literature initiatives. With the community's input, we were able to prioritize the budget to maintain student-facing services and pandemic response efforts even with shortfalls in revenue from attendance declines related to the pandemic and issues many of our families are facing due to poverty. GCA has stabilized most of the initial social-emotional and interpersonal needs of students returning to in-person instruction after almost two years of virtual instruction. Faculty and staff are able to work more directly and effectively with the academic needs of literacy development as GCA has prioritized budget allocations to secure literacy resources like phonics instruction, guided reading programs, classroom libraries, class sets of books and additional literacy tutoring with community partners, professional learning for reading and literacy instruction and extended school year opportunities for students to build reading skills.

Teacher input has also elevated a need for faculty to have professional learning to deepen their instructional understanding of elementary science—the subject that has proven an igniter of intellectual passion in our students. GCA is engaging in developing learning experiences for teachers with Fresno Chaffee Zoo, The Biomimicry Institute, Fresno County Office of Education and with other environmental and outdoor education partners to address these needs.

As the school will be adding a new grade level next year, GCA is developing a rich set of onboarding summer programming for

new-to-GCA faculty, staff, students and families. These onboarding opportunities allow for pre-fall 2022 academic, social-emotional and environmental connectedness baseline assessments and cultivation of a strong, healthy school climate as students, faculty, staff and families feel prepared with the cultural and academic tools and language before the formal school year begins.

Goals and Actions

Goal 1

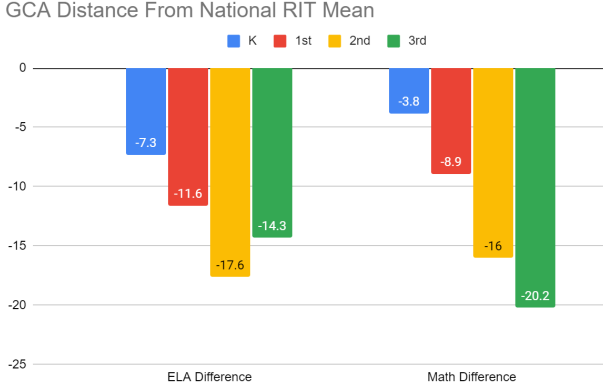
Improved Student Outcomes. We will improve outcomes for all students by improving instruction and programs.

An explanation of why the LEA has developed this goal.

GCA's English learners and low income students are in need of additional academic support in comparison to all students as indicated in the metric section on state and FUSD ELA and math assessments. Local needs assessment and educational partner feedback indicate a specific need for additional and differentiated educational resources for teachers that provide opportunities for English learners and low-income students to access their learning. GCA will continue the refinement of tiered interventions for attendance/engagement, behavior/social-emotional, and coursework/academics, especially literacy, and increase resources to support the faculty and staff who are providing intervention support for these students. These interventions and resources will continue to support English learners and low socioeconomic students by providing teachers with additional resources that allow for students to access grade level standards regardless of their language proficiency. Additionally, these additional learning tools allow for teachers to differentiate educational curriculum to support low-income students with the scaffolds needed to fill learning gaps and improve accessibility. The use of these additional resources are designed to meet the needs most associated with English learners and low-income youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect our work around this goal to continue to reduce the achievement gap for English learners and low-income on state and local ELA and math assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
--------	----------	----------------	----------------	----------------	-----------------------------

<p>CAASPP English Language Arts</p> <p>Average Distance from Meeting Standard (DFS)</p>	<p>Awaiting results of 3rd grade SBAC ELA</p> <p>Data Year: 21-22</p> <p>Data Source: CAASPP</p>	<p>Low Income: K-3 average of -12 points below national norm for grade level on NWEA Reading</p> <p>EL: K-3 average of -18.4 points below national norm for grade level on NWA Reading</p> <p>Data Year: Spring 2022</p> <p>Data Source: NWEA MAP</p> <p>GCA Distance From National RIT Mean</p>  <table border="1"> <caption>GCA Distance From National RIT Mean</caption> <thead> <tr> <th>Grade</th> <th>ELA Difference</th> <th>Math Difference</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>-7.3</td> <td>-3.8</td> </tr> <tr> <td>1st</td> <td>-11.6</td> <td>-8.9</td> </tr> <tr> <td>2nd</td> <td>-17.6</td> <td>-16</td> </tr> <tr> <td>3rd</td> <td>-14.3</td> <td>-20.2</td> </tr> </tbody> </table>	Grade	ELA Difference	Math Difference	K	-7.3	-3.8	1st	-11.6	-8.9	2nd	-17.6	-16	3rd	-14.3	-20.2			<p>Baseline + 2%</p> <p>Data Year: 23-24</p> <p>Data Source: CAASPP, NWEA Map</p>
Grade	ELA Difference	Math Difference																		
K	-7.3	-3.8																		
1st	-11.6	-8.9																		
2nd	-17.6	-16																		
3rd	-14.3	-20.2																		
<p>CAASPP Math</p> <p>Average Distance from Meeting Standard (DFS)</p>	<p>Awaiting results of 3rd grade SBAC math</p> <p>Data Year: 21-22</p> <p>Data Source: CAASPP</p>	<p>Low Income: K-3 average of -12 points below national norm for grade level on NWEA Math</p> <p>EL: K-3 Average -8.4 points below national norm for grade level on NWEA math</p> <p>Data Year: Spring 2022</p> <p>Data Source: NWEA MAP</p>			<p>Baseline + 2%</p> <p>Data Year: 23-24</p> <p>Data Source: CAASPP, NWEA Map</p>															

		<p>GCA Distance From National RIT Mean</p> <table border="1"> <caption>GCA Distance From National RIT Mean</caption> <thead> <tr> <th>Grade</th> <th>ELA Difference</th> <th>Math Difference</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>-7.3</td> <td>-3.8</td> </tr> <tr> <td>1st</td> <td>-11.6</td> <td>-8.9</td> </tr> <tr> <td>2nd</td> <td>-17.6</td> <td>-16</td> </tr> <tr> <td>3rd</td> <td>-14.3</td> <td>-20.2</td> </tr> </tbody> </table>	Grade	ELA Difference	Math Difference	K	-7.3	-3.8	1st	-11.6	-8.9	2nd	-17.6	-16	3rd	-14.3	-20.2			
Grade	ELA Difference	Math Difference																		
K	-7.3	-3.8																		
1st	-11.6	-8.9																		
2nd	-17.6	-16																		
3rd	-14.3	-20.2																		
Percentage of English Learners who make progress on ELPAC	<p>2 students (1st, 3rd) at score 1 1 student (1st) at score 2</p> <p>Data Year: 21-22 Data Source: ELPAC</p>	<p>2 students (1st, 3rd) at score 1 1 student (1st) at score 2</p> <p>Data Year: 21-22 Data Source: ELPAC</p>			<p>Increase from baseline +2% each year until we are green on CA School Dashboard</p> <p>Data Year: 23-24 Data Source: ELPAC</p>															
Percentage of students reclassified out of those who started the year as an English Learner	<p>0/3 students reclassified</p> <p>Data Year: 21-22 Data Source: ELPAC</p>	<p>0/3 students reclassified</p> <p>Data Year: 21-22 Data Source: ELPAC</p>			<p>Increase from baseline +3% each year until we are green on CA School Dashboard</p> <p>Data Year: 23-24 Data Source: ELPAC</p>															
Percentage of students who meet standard on state science test	<p>To be set in 24-25</p> <p>Data Year: 24-25 Data Source: CAST</p>	<p>NWEA science baseline data coming Oct 2022 (3rd-4th)</p> <p>Data Year: 22-23 Data Source: NWEA MAP</p>			<p>Target to be set for 23-26 LCAP</p> <p>Data Year: 23-24 & 24-25 Data Source: NWEA MAP 23-24</p>															

Actions

Action #	Title	Description	Total Funds	Contributing
1.A.	GCA Highly Qualified Faculty/Staff	GCA continues to prioritize securing highly qualified faculty and staff. GCA personnel will provide support developing systems for analyzing and visualizing data, planning and delivering teacher and administrator professional development, assessment design, curriculum selection, program evaluation and strategic planning as GCA adds grade levels in the coming years.	\$1,019,841	Y
1.B.	Teacher Development System for GCA Best Practices	GCA will continue implementation and refinement of our best practices--the Universal Design for Learning, environmental education and place-based learning. These practices are designed to meet the needs of students who are low-income, learning English, in the foster care system or experiencing homelessness. In 2022-23, we will refine our best practices for the post-pandemic environment. This will include examining how we prioritize standards, deepening instructional practice around those standards and refining how we use assessment to inform refinements to scope & sequence, instructional practice and interventions. In each year of the LCAP, we will evaluate how well our best practices are implemented and the corresponding impact on student outcomes, including outcomes for English learners, low-income students and other student groups.	\$50,200	Y
1.C.	Multi-Tiered Systems of Support	In 2022-23, the student services coordinator, instructional leadership team and principal will lead the initial phase of tiered support services across campuses. They will evaluate adding partners for developing, delivery and refinement of MTSS structures and strategies. In 2023-24, we will review outcomes and then broaden and expand the most effective programs. In all three LCAP years we will be identifying and providing professional development for general education teachers and grade level team leaders, department chairs and administrators to improve MTSS.	\$578,129	Y

1.D.	Special Education Program	Collaborate across teams to create shared systems of compliance and accountability with the new SELPA provider through Fresno County Superintendent of Schools. GCA will also add additional training opportunities for the full-time educational specialist, student services coordinator, life coach and learning guides who will spend time becoming familiar with students, their families, their needs and programs, so they can be better prepared to step in to provide additional support. Through their collaboration with the faculty/staff, GCA will establish systems for the initial and compliant delivery of special education services collaborating with FCSS Charter SELPA specialists and other program team members.	\$226,616	Y
------	---------------------------	--	-----------	---

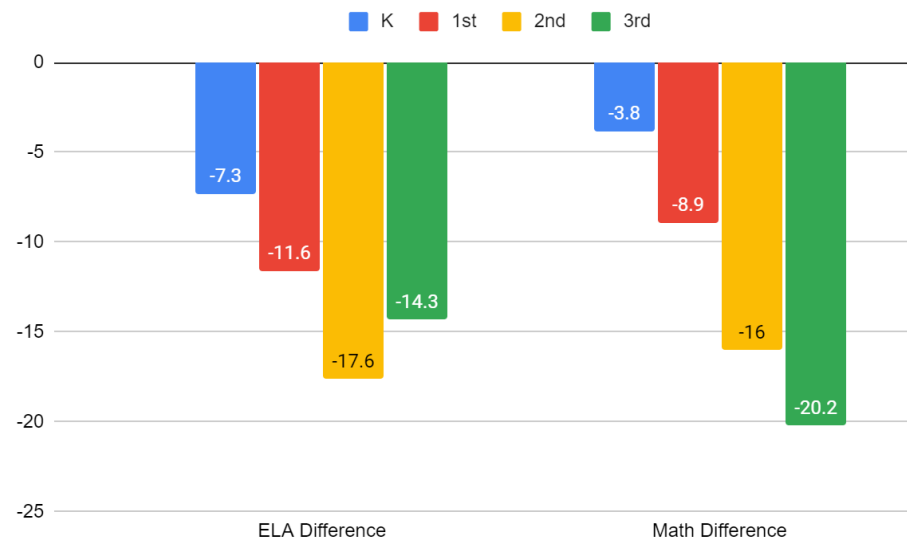
Goal Analysis for [2021-2022]

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

Last August, after a year of distance learning, Golden Charter Academy opened its campus to approximately 200 students in TK-3rd grade. Accordingly, a significant portion of the data analysis, teacher and administrator professional development, program evaluation, and strategic planning at the site was devoted to supporting the community (students, teachers, and site leaders) in the reacclimation to in-person learning. This work required the creation of sustainable infrastructures to maintain an inclusive multi-tiered system of support and conversely resulted in a limited emphasis on schoolwide curriculum implementation, except in mathematics and some ELA modules. Furthermore, in order to improve student learning outcomes, the site leveraged Tier 1 instructional best practices to create safe classroom learning environments where meaningful student interactions and checks for understanding were executed regularly. The implementation of Jolly Phonics, Core Phonics and Guided Reading programs across all content areas supported our science-focused, interdisciplinary work. However, as a result of Covid health and safety disruptions which impacted budget, in addition to staffing shortages, GCA did not have the opportunity to fully address all actions outlined in the Year 1 plan as early as it wanted—especially around NWEA MAP tracking of student growth but still plans to in fall 2022 semester.

After reviewing Spring 2022 NWEA baseline data, we see the need to organize 22-23 instructional blocks to strategically support the gaps in literacy identified in our kinder, 1st, 2nd and 3rd grade students. The instructional leadership team has begun meeting for data review and action planning. Data trends show that older students are further behind than our kindergarten—which makes sense in terms of students’ in person learning. NWEA data indicates 22-23 4th graders will need more strategic math goals to support their growth moving forward. Therefore, GCA will be implementing reading intervention and extension elements early in Q1 to get a jumpstart on growth before the NWEA Map October test date. Now that the tool is in place, GCA will measure in October, Feb and May in order to better utilize growth tools on behalf of all students.

GCA Distance From National RIT Mean



Additionally, the school needs more work to determine the role of teacher-created curricula and assessments, audit existing intervention systems, articulate and leverage instructional best practices to serve as a bedrock for three tiers of academic support; develop organization-wide tools for efficient and sustainable MTSS, while providing appropriate interventions; and draft a 3-year vision for improving MTSS at GCA. During most of the reporting period, GCA was also unable to staff the role of an education specialist who would provide seamless support to our students with exceptionalities.

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 are a few differences between the budgeted and actual expenditures for GCA during this reporting period. At the start of the academic year, the site planned to hire an education specialist to support the audit of existing systems, while monitoring the implementation of high leverage instructional best practices for Tiers 2-3. However, upon returning to campus for in-person learning after a year of school closures, it became apparent that there was still work to be done in the development and execution of Tier 1 supports. As a result of limited experimentation and execution of effective interventions at the Tier 2 and 3 level, the site quickly shifted its priorities. An education specialist was ultimately hired but not until the end of quarter 3, thus creating a slight material difference between budgeted and estimated actual expenditures.

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

In the first academic year and with students back on campus since the beginning of the pandemic, GCA dedicated a great deal of strategic planning, professional development, and program evaluation to the administration of high level instructional practices supporting students with in-person learning. Key actions included: the engagement of school partners in the selection of high leverage Tier 1 best practices, including student interactions, literacy programs and checks for understanding; the delivery of site-wide teacher PD, grade-level collaborations, student work analysis, and individual support and coaching; the development and implementation of classroom observation tools around implementation goals of literacy programs; monthly planning sessions and professional development for school staff to collectively define and calibrate a shared understanding of Tier 1 practices; and monthly collaboration with the instructional leadership team to help analyze data, qualitative and quantitative, refine site-specific plans and share resources across the organization.

Using results from the CHKS Staff Survey, as a result of the above actions, a majority of 100% of teachers felt the school promoted personnel participation in decision-making that affects their practice and school policies and 94% agreed the school uses objective data in decision making. All staff also felt that the school emphasizes using instructional materials that reflect the culture or ethnicity of its students and 94% see the school's high priority in closing the racial/ethnic achievement gap. Additionally, to grow from here, GCA instructional leadership team identified additional student supports including: (1) integrated Tier 2 and 3 supports for the deep amount of students still facing reading gaps exacerbated by the pandemic, (2) instructional supports for positive behavior and classroom management, and (3) better ways to meet the social, emotional and development needs of GCA students—especially through the lens of creating learning environments that elevate students over the obstacles of adverse childhood experiences.

In order to improve special education services, our education specialist, although hired late, immediately set up weekly teacher meetings to ensure that the needs of all learners on site were constantly met. Additional resources from our new SELPA will be implemented in staff development on verbal de-escalation and ways to positively handle challenging behaviors. Much of this work is rooted in the implementation of our Universal Design for Learning best practices.

GCA also began a series of specialty movement classes so our students could find healthy ways of expression as well as grow skills of emotional regulation and teaching staff would have additional prep time to ready classrooms for the rich, rigorous learning experiences. This year, GCA offered a series of Motivational Movement experiences with weekly sessions of martial arts, yoga, Zumba, and challenge-based games. As a result, students were given the opportunity to learn through movement, collaboration, socialization and communication, all of which are extremely important after long periods of covid-realated isolation.

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

Due to Covid-19 health and safety disruptions, as well as our slow and steady pace implementing its best practices outlined in the charter petition, GCA continues to look for other opportunities to connect work on selected Tier 1 strategies with previously implemented initiatives that have proven to be successful as well as proven Tier 2 and 3 programs to get our older students firmly into grade-level reading and math targets.

In order to establish a robust, inclusive multi-tiered system of support for all learners, it is imperative to establish a clear link between that which we have already accomplished and high leverage instructional practices we would like to execute in the future.

The biggest adjustment to our plan for the coming year is to reinforce actions that have already been established and to focus on those Year 1 actions that were not feasible to address, including:

- Determining the role of teacher-created vs. adopted curricula and corresponding assessments;
- Auditing existing intervention system;
- Articulating high leverage instructional best practices to serve as the bedrock for three-tiers of academic supports;
- Developing organization-wide tools for MTSS efficiency and sustainability when identifying students and providing appropriate interventions; and
- Drafting a 3-year vision for improving MTSS.

In Year 3, we should be able to implement our teacher development system, while integrating practices identified in Year 1-2 ensuring our MTSS is coordinated, data-based, sustainable, and supports equitable outcomes for all students.

Lastly, as this is GCA's first year, teachers will continue to reflect on elements that enhance student learning in literacy, science math. Units of study will be more eloquently designed to ensure rigorous, standards-based and UDL-aligned learning is occurring. Professional development to support our ELA and science programs, in conjunction with the department utilizing student work analysis protocols, peer observations, and connecting teacher practices with outcomes, will also be implemented going forward.

Goal 2

Climate & Engagement: We will continue developing a caring school culture that supports student wellness, is responsive to stakeholder feedback and ensures organizational sustainability

An explanation of why the LEA has developed this goal.

GCA believes that learning best occurs through a positive school culture with safe, structured, and nurturing environments. Chronic absenteeism of low-income students of color struggle most within FUSD is highest among low-income students of color and our homeless/foster youth student populations. Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. GCA provides a safe, and nurturing environment with minimal distractions and more time for both academics and extracurricular opportunities, so GCA students enjoy school and maximize their learning. We set clearly defined and measurable high expectations for academic achievement and student conduct/behavior for all students. At GCA, our attention is focused on the whole child and energized by our mission to reimagine education in communities of color. We do know that our school community is made up of educational partners who persist, are creative, collaborative and are united resourcefully to work towards fulfilling our GCA mission. Our actions below reflect our ongoing work to improve student engagement. To increase our students' sense of safety and connectedness will require attention to mental health needs for our students and robust interventions for students who require additional assistance—especially our low-income students of color. GCA's mentorship programming creates access to caring adults specifically placed to guide students to positive school and healthy physical and mental health. Through partnerships, field experiences and service-learning, we will continue to ensure their learning is meaningful and relevant to their lives in order to re-engage students whose commitment to school might have been undermined through the pandemic, environmental racism and economic injustice. We will leverage the new tools for engaging families to build upon our partnership with families, and we will support the safety and connectedness of staff, whose lives and work routines have been disrupted by the cycles of poverty, negative health outcomes and environmental racism. These actions and resources will continue to support low-income students of color, ELD students and foster youth by providing teachers with additional resources that allow for students to access grade level standards and rich learning experiences. Because we expect that all students struggling academically, socially and/or emotionally will benefit, these actions are provided on an LEA-wide basis. We expect our work around this goal to continue to reduce the gaps in engagement and attendance which ultimately lead to lower performance on local and state academic measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	93% ADA Data Year: 21-22 Data Source: School Pathways Attendance Reports	21-22 ADA by Grade Level TK: 90.54% (-2.46) K: 89.61% (-3.39) 1st: 91.06% (-1.94) 2nd: 90.49% (-2.51) 3rd: 91.07% (-1.93) Data Year: 21-22 Data Source: School Pathways Attendance	92% of 248 Projected (264 total) Data Year: 22-23 Data Source: School Pathways Attendance		96% ADA Data Year: 23-24 Data Source: School Pathways Attendance Reports

		Reports			
Family input in decision-making: % of families who agree that the school allows, seeks, and welcomes their input.	Pending CHKS Family Survey Data Source: 21-22 WestEd CHKS	Pending Data Source: 21-22 WestEd CHKS			Increase by 5% annually until 80% is reached then maintain that level Data Source: 23-24 WestEd CHKS
Student Safety & Connectedness: % of students who agree or strongly agree that the school is safe on annual climate survey Average level of agreement with connectedness questions on CA Healthy Kids Survey or similar climate survey	77% of students report that they feel connected at school. 71% of students report that they feel safe at school. Data Source: 21-22 WestEd CHKS	77% of students report that they feel connected at school. 71% of students report that they feel safe at school. Data Source: 21-22 WestEd CHKS			Maintain above 70% on School Safety and Connectedness Surveys as School Grows Data Source: 23-24 WestEd CHKS
Family safety & connectedness: % of families who agree or strongly agree that campus is a safe place for their child. & Average % of families who agree or strongly agree that school staff treat them with respect, take their concerns seriously, and are helpful to them.	Pending CHKS Family Survey Data Source: 21-22 WestEd CHKS	Pending Data Source: 21-22 WestEd CHKS			Increase of 2% over baseline each year until reaching 80% Data Source: 23-24 WestEd CHKS
Staff safety & connectedness	95% of staff report that this school is a supportive and inviting place for staff to work.	95% of staff report that this school is a supportive and inviting place for staff to work.			Maintain above 80% on Staff Safety and Connectedness Surveys as School Grows

Avg level of agreement with staff working environment and collegiality questions on California School Climate Surveys or similar survey	94% of staff report they have close professional relationships with each other. 90% say the school is a safe place for staff. Data Source: 21-22 WestEd CHKS	94% of staff report they have close professional relationships with each other. 90% say the school is a safe place for staff. Data Source: 21-22 WestEd CHKS			Data Source: 23-24 WestEd CHKS
---	--	--	--	--	--------------------------------

Actions

Action #	Title	Description	Total Funds	Contributing
2.a	Partnerships/Outdoor Education	Quality outdoor education experiences, service learning and community service and action relies upon community partnerships. GCA and school-site leadership will sustain and refine partnerships with zoo and other area agencies in order to increase engagement of unduplicated pupils, so they are able to access resources, experience, and expertise related to their social-emotional development and educational/career plans. Overnight field trips and day field trips will contribute to wellness and healing efforts as they will allow students to experience open space, wilderness, a sense of belonging in outdoor environments, and community building outside of school. Substantial evidence supports the value of outdoor education programs for promoting healthy adolescent development (Cason & Gillis, 1994; Dillon et al., 2006; Hattie, Marsh, Neill, & Richards, 1997; Norton & Watt, 2013).	\$71,000	Y
2.b.	Family Engagement	Leverage new parent engagement strategies through in-person and virtual sessions to expand family involvement in decision-making and increase participation and sense of connection with families of low-income students and English learners.	Costs captured in 1.a.	Y
2.c.	After-School Programming	We will begin the 2.0 phase of an in-house after-school program to supplement the educational program and increase student engagement and sense of connectedness.	\$152,612	Y
2.d.	Mentorship programming	Working with community agencies that specialize in mentorship of urban students, we will train in-house learning guides and life coaches to give students opportunities to grow in their empowerment and express their voices with compassion to improve the world around them. Our mentoring	\$50,000	Y

		program will play an instrumental role in laying the foundation for character development of our GCA students.		
2.e.	Morning Meetings (Advisory)	At GCA, we know that meaningful relationships with adults are critical for student learning. In our morning meetings, these relationships act as a Tier 1 support for social emotional & academic needs. These meetings provide a structure for ongoing healing, creating intentional miniature communities where every student belongs, can feel like a blessing and can engage in healing. Our teachers' comfort/expertise with developing small learning communities and social emotional learning will vary, so over the next three years we will identify resources and tools for this responsive, restorative approach and develop the capacity of teachers to provide an intentional SEL program that fulfills this vision. We will intentionally refine advisory to be high-quality and effective Tier 1 social emotional support as we refine the social-emotional side of our multi-tiered systems of support (MTSS). Tools and strategies from advisory are incorporated in classes across content areas. Practicing building community in our morning meetings will also increase teachers' capacity to implement Universal Design for Learning in academic settings.	Costs captured in 1.c.	Y
2.f.	Faculty/Staffing	The Attendance Secretary and Student Services Coordinator will continue leading efforts to closely connect students' families and home communities to the work of GCA. In 2022-23, GCA is adding a Community Engagement Coordinator to increase these outreach efforts	\$151,350	Y

Goal Analysis for [2021-2022]

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

GCA prides itself on having a caring school culture that supports student wellness, is responsive to partner feedback, and ensures organizational sustainability. While various health and safety protocols have been enacted as a result of the pandemic, thereby limiting family engagement on campus, Zoom Town Hall Meetings, two-way messaging platforms, and electronic newsletters have continued to keep the community engaged and informed throughout the year. Student connectedness also continues to be a major focus for the site. After a year of school closures, GCA developed a strong advisory and mentorship model relying on circles and other restorative practices rooted in our Golden rule (Give Respect, Obligation to Community, Love Learning, education, Elevate & Never Quit). As a critical element for learning, we develop meaningful student-adult relationships that fostered opportunities to explore mental health and socially-important topics, including anxiety, depression, friendship, organization skills and other academic needs. With our partnership with Integrated Community Solutions Initiative, our mental health support provider, we were able to service the number of referrals

needed to provide additional socio-emotional support, as well as threat assessments. As a result of the direct engagement from our advisory program, teachers, mentors, life coach and the student services coordinator worked across the school to combat depression, suicidal ideations, and work closely with those students needing social and collaborative skill development. Furthermore, as we expand our abilities to meet the needs of those who require additional interventions, we plan to add additional mentorship and partnership opportunities for students to engage in healthy social emotional skill growth and development. To meet community needs, GCA also implemented an in-house after school program that served about 2/3 of students on a daily basis while school was in session. Additionally, GCA worked with over 20 different outdoor education partners to provide rich, nature-connecting learning experiences to all of its students—in the effort to increase student engagement and provide access to resources and expertise related to science, nature and the environment, quality experiences outside of the classroom were also planned for students throughout the year. These environmental learning opportunities contributed to the wellness of all learners by allowing them to create a sense of belonging in the outdoors, as well as within their community, thus supporting healthy adolescent development.

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.

None at this time

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

Upon the opening of GCA and after students having over a year of distance learning, the site readjusted its Q1 focus to help meet the specific SEL needs of our students. In addition to our organization's ongoing mission to serve those who are low income, as well as English language learners, the morning meetings structure (advisory) continues to be reinforced and woven throughout all teachers' work with students. Not only does this framework resonate within our community, but it helps students express themselves and feel more comfortable with in-person learning. Many teachers increased their use of the advisory meetings at various times of the day to ensure SEL needs were known and timely addressed.

Post Covid-19 data also substantiated the need for additional social emotional structures to be implemented throughout the year. While overall attendance rates were down, chronic absenteeism increased likely as a result of various Covid-19 surges. GCA had no expulsions during this reporting period. Finally, to assess the climate of care, the site administered surveys throughout the year and saw incredibly promising results—with large majorities of staff and students saying campus is safe and caring.

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

None at this time

Goal 3

Environmental Student Outcomes: crafting a focused, intentional instructional program targeted to grow skills of environmental literacy, dispositions and stewardship.

An explanation of why the LEA has developed this goal.

At GCA, we strive to help our students become environmentally literate people with the capacity to act individually and with others to support ecologically sound, economically prosperous, and equitable communities for present and future generations. Through lived experiences and education programs that include classroom-based lessons, experiential education, and outdoor learning, students will become environmentally literate, developing the knowledge, skills, and understanding of environmental principles to analyze environmental issues and make informed decisions. Because we expect that all students struggling academically, socially and/or emotionally will benefit, these actions are provided on an LEA-wide basis. This goal is about access to the materials and experience for the application of their learning to real-life—for all students, especially those who are low-income, designated language learners and foster youth. We expect our work around this goal to bolster critical thinking at a systems level as well as grow self-efficacy, autonomy and confidence of our students as they apply their learning in civic-action-oriented experiences that put them at the center of creating a healthier, more sustainable Fresno.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Course Access & materials to help students grow and develop Environmental Literacy Knowledge & Skills</p> <p>(Content Knowledge, Systems Knowledge, Critical Thinking, & Planning)</p> <p>Students will demonstrate an understanding of systems thinking about the Environmental Principles & Concepts in</p>	<p>100%</p> <p>Data Year: 21-22</p> <p>Data Source: GCA Business Office</p>	<p>100%</p> <p>Data Year: 21-22</p> <p>Data Source: GCA Business Office</p>	<p>100%</p> <p>Data Year: 22-23</p> <p>Data Source: GCA Business Office</p>	<p>100%</p> <p>Data Year: 23-24</p> <p>Data Source: GCA Business Office</p>	<p>100% of students have access to CCSS and NGSS Standards-aligned curriculum and to the educational program as outlined in the charter petition.</p> <p>Data Year: 23-24</p> <p>Data Source: GCA Business Office</p>

<p>the context of grade level content and projects.</p> <p>Students will demonstrate critical thinking to analyze environmental issues and plan to take informed action.</p>					
<p>Environmental Dispositions</p> <p>(Social Emotional Learning & Connectedness with Nature)</p> <p>Students will demonstrate connectedness with nature.</p> <p>Students will demonstrate social-emotional learning competencies related to the environment.</p>	<p>North American Association of Environmental Educators Nature Connectedness Surveys TK-3 & 3rd Grade CHKS</p> <p>Data Year: 2021-22 Data Source: WestEd CHKS, NAAEE Surveys</p>	<p>CHKS: 56% of students feel that they are one of the best students.</p> <p>66% of students feel like they have a chance to solve problems.</p> <p>85% of students report that they get to do things that are helpful.</p> <p>83% of students report feeling academically motivated.</p> <p>79% of students report they feel responsible for how they act.</p> <p>84% report that students care for each other and treat each other with respect.</p> <p>Nature Connectedness Surveys: 3rd grade averaged 6.125 (of 7) in feeling connected to nature</p> <p>TK averaged 4.3 (of 5), Kinder 4.07, 1st 4.2, and 2nd 4.27 in their nature connectedness responses</p> <p>Data Year: 2021-22 Data Source: WestEd CHKS, NAAEE Surveys</p>	<p>TBD</p>	<p>TBD</p>	<p>Students will score higher than norm group in SEL dispositions of efficacy and empathy on CHKS</p> <p>Data Year: 2023-24 Data Source: WestEd CHKS, NAAEE Surveys</p>

<p>Environmental Stewardship Behaviors (Individual & Collective)</p> <p>Students will demonstrate individual stewardship behavior.</p> <p>Students will demonstrate civically engaged stewardship behavior.</p>	<p>100%</p> <p>Data Year: 2021-22 Data Source: School Pathways Teacher Gradebooks</p>	<p>100%</p> <p>Data Year: 2021-22 Data Source: School Pathways Teacher Gradebooks</p>	<p>100%</p> <p>Data Year: 2022-23 Data Source: School Pathways Teacher Gradebooks</p>	<p>100%</p> <p>Data Year: 2023-24 Data Source: School Pathways Teacher Gradebooks</p>	<p>100% of students will receive opportunity to complete for 1 community service project in an academic year</p> <p>Data Year: 2023-24 Data Source: School Pathways Teacher Gradebooks</p>
<p>School Facilities in "Good Repair": Clean, safe, and functional as determined by the Green Ribbon Pillar 1 and 2 criteria or other local instrument that meets same criteria</p>	<p>In good standing with Fresno County Fire Department and charter authorizer oversight matrix</p> <p>Sourcing over 50% of facilities supplies through Amazon's Climate Friendly Pledge Program</p> <p>Data Year: 2021-22 Data Source: FC Fire Department Report, GCA Business Office</p>	<p>78% of students report the school facilities as neat and clean and 100% of teachers report clean and well-maintained facilities and property.</p> <p>Data Year: 2021-22 Data Source: 21-22 WestEd CHKS</p>	<p>TBD</p>	<p>TBD</p>	<p>The facility will receive ratings of good on all inspected systems and an overall rating of good.</p> <p>Data Year: 2023-24 Data Source: 23-24 WestEd CHKS</p>

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

3.a.	High-quality, standards-aligned curriculum and instructional materials Environmental Literacy Knowledge & Skills, Environmental Dispositions and Environmental Stewardship behaviors.	At GCA, all of our students will continue to have access to courses and materials to help them grow and develop Environmental Literacy Knowledge & Skills, Environmental Dispositions and Environmental Stewardship behaviors.	\$139,300	Y
3.b.	Outdoor Education/Experiential Learning/Place-Based Learning	Ultimately, environmentally literate individuals possess a sophisticated set of knowledge, skills, and dispositions that allow them to solve novel environmental problems and determine the best set of actions; they are engaged in civic decision-making and action. Therefore, GCA will continue to use a variety of environmental education resources, including those offered in field-based experiences with local agencies such as the National Park Service, Fish and Wildlife Service, Bureau of Land Management, State Parks Service, local land trusts, fisheries, and other entities that manage natural resources. GCA educators will be able to extend these field-based learning experiences by developing learning modules using the Environmental Principles & Contexts and the Guidelines for Learning (K-12).	\$112,700	Y
3.c.	Environmental Education Professional Learning	Ultimately, teachers need training to craft learning experiences to form environmentally literate individuals. Teachers will deepen training in incorporating civic decision-making and action into unit design. Therefore, GCA will continue to use a variety of environmental education partners to develop science content knowledge and environmental literacy of its faculty and staff.	Costs captured in 1.b.	Y
3.d.	Sustainable facilities & operations	Children need to have a clearer understanding of the natural world and the impacts of human choices as they will one day be looked to for decisions concerning natural resources, informed policymaking, and legalities (Milner et al., 2012). Nurturing this level of understanding means "our schools must be models of sustainable and inclusive practices, and our education programs must be action and solution-oriented," according to the California Environmental Literacy Initiative (2019, p. 2).	\$385,925	N

Goal Analysis for [2021-2022]

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

This inaugural year showed it was imperative to ensure that programs, operations and facilities were not only mission-aligned, but that they continued to meet the needs of our educational priorities and help ensure the achievement of our learning goals—all in the midst of a raging pandemic. With the support of its faculty and staff, GCA was able to establish smooth operations that were consistent, compliant, and properly functioned each day and kept all its educational partners safe from COVID outbreaks. As a result, the leadership team was able to direct their focus on student outcomes and there were no substantive differences in planned versus actual implementation of actions. Partners provided a rich slate of interdisciplinary, science-centered learning experiences and many of the goal baselines show success—like students feeling connected to school and nature.

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.

Differences between GCA's budgeted and estimated actual expenditures directly correlate to the COVID-19 health and safety protocols implemented throughout the year. Additional employees were needed during required quarantine and isolation, or other unexpected leaves, as were paraeducators and mentors to help with instruction. This year the site also required more janitorial and campus support. The site hired an outside cleaning company to assist with frequent sterilization of the campus and contracted with a testing provider to offer students, staff, faculty and families COVID testing. Altogether, with the extra staff to clean, test and cohort students to assist with contact tracing, the school was able to successfully mitigate outbreaks or virus transmissions ensuring that the campus remained open, even during county surges.

The purchase of books, materials, and other supplies including computers for distance or hybrid learning (if needed), were purchased to ensure consistent and efficient implementation of curriculum. Funds for professional development, after school education and safety, and consultants were utilized to support community outreach and engagement directly impacting learners at the site.

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

In an effort to ensure excellent operations, programs and facilities, GCA hired certificated and classified personnel, purchased books and course materials, and acquired other necessary supplies for the effective implementation of educational programs for all students on campus. The retention of staff, in addition to the introduction of mentors, and the hiring of more paraeducators, has proven to be incredibly impactful on the learning process. Smaller adult-to-student ratios enabled the site to introduce more tactile, relevant learning projects thereby increasing student engagement and academic success.

Additionally, we carefully monitored COVID-19 protocols set by Fresno County Department of Health. Even during periods of high surges, the campus remained open, in-person learning flourished, and absentee rates stayed relatively low. Counseling structures were also put into place to help maintain consistent operations and educational programming. This included a referral form, screening for mental health, and the assignment of an appropriate provider to service a case—all managed by the student services coordinator. Due to the challenging K-12 job market, we were able to hire the education specialist but not until the end of the year.

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

None at this time

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
<p>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 low income, foster youth, and English learner students.</p> <p>\$939,004</p>	<p>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.</p> <p>\$115,696</p>

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 Carryover — Dollar		Total Percentage to Increase or Improve Services for the Coming School Year
<p>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).</p> <p>40.81 %</p>	<p>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%).</p> <p>0.00 %</p>	<p>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).</p> <p>\$ 0</p>	<p>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 LEAs 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).</p> <p>40.81%</p>

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

Required Descriptions

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

Goal 1: Improved Student Achievement

Given that FUSD as a district has an overall ELA proficiency rate of 38.3%, math scores that average out to about 30%, we have a vision and strategy to embrace the community, the natural world, the zoo, and the charter school campus as fundamental places of learning and relevance. We view curriculum and learning from a foundation that seeks to break down barriers and positions all students for growth. The educational pathway of our students immerses them in experiences of awe, wonder, and curiosity through environmental engagement. The academic program at GCA will prepare every student for the intensity and challenge of high school academics. The courses offered at the GCA will be grounded in rigor and high engagement. GCA's teaching staff will create learning

environments that actively engage the student body. Our goal is that all students leave the program with an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond.

In order to address this condition of our low-income students and English learners, we will ensure that our staff is highly qualified and trained (Action 1.a.) for the opportunities and challenges working with these populations can offer. GCA will improve instruction via our teacher development system (Action 1.b), our Literacy, Science & Math Initiatives (Action 1.e), increase effectiveness and sustainability of interventions by improving our Multi-Tiered systems of support (Action 1.c), and develop an integrated and innovative program of Universal Design for Learning supports in the targeted work of our student services coordinator (Action 1.d.). These actions meet needs most associated with these students so we expect that course passage, as well as other academic measures for our low-income students and English learners will increase significantly.

Goal 2: School Culture/Climate

GCA intends to serve students who have struggled academically and have been historically underserved and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, and foster youth would benefit especially from an instructional approach that combines informed best practices with individualized attention through a schoolwide mentoring program. GCA will implement a thoughtful and innovative approach to meeting the academic and ancillary needs of many of these students, primarily in the social-emotional area, will result in not only increased levels of academic achievement but healthier and happy children who are better prepared as individuals to be a part of a healthier society. GCA faculty and staff are determined to create a learning and growing environment that will help students develop into poised, confident, and articulate leaders who will use their education and life experiences to create positive change in their own lives, in their communities, and in the world. In order to address this condition of our low-income students and English learners, we will provide outdoor education and service learning opportunities to our students (Action 2.a), utilize an integrated, proactive strategy to engage families throughout many aspects of the school (Action 2.b., Action 2.f.), reimagine advisory to improve student health, connection to community and increase MTSS social emotional support (Action 2.e.). We will also provide a robust afterschool program to increase student engagement and sense of connectedness (Action 2.c). Our utilization of mentors for both social-emotional and academic supports will also boost engagement with school (Action 2.d.). With these actions being provided, we expect/hope that any GCA student who struggles with attendance and engagement will benefit. However, because of the significantly higher chronic absenteeism rates of low-income students and English learners in our neighborhood schools and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status and the needs most associated with the stresses of being an English learner, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate in area schools.

Goal 3: Environmental Literacy, Dispositions and Stewardship Outcomes

GCA is the first school of its kind in the Fresno area. And we are serving a section of the city where systemic inequality and environmental racism have ravaged the community's overall health and well being. We believe it is imperative to keep students connected to their futures in positive ways and to develop students who understand the individual contributions they can make to their families, the local community, and the world beyond. GCA uses the full range of local environments (natural, economic, social, political, and cultural) as the foundation for the study of language arts, mathematics, social studies, science, and other subjects across the curriculum. Another key strategy emphasizes learning through participation in service projects for the school, community, zoo, and

environment. Our variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed is key to meeting the academic and social-emotional needs of our low-income students and our English learner populations. At GCA, all of our students will have access to courses and materials to help them grow and develop Environmental Literacy Knowledge & Skills, Environmental Dispositions and Environmental Stewardship behaviors (Action 3.a.) and ultimately, environmentally literate individuals possess a sophisticated set of knowledge, skills, and dispositions that allow them to solve novel environmental problems and determine the best set of actions; they are engaged in civic decision-making and action. Therefore, GCA will use a variety of environmental education resources, including those offered in field-based experiences with local agencies such as the National Park Service, Fish and Wildlife Service, Bureau of Land Management, State Parks Service, local land trusts, fisheries, and other entities that manage natural resources--and areas that low-income students and English learners may not have access to on a regular basis (Action 3.b.). We know our staff needs to be highly-qualified in the area of environmental education so the administrative team at GCA will set determined outcomes to backwards plan and move strategically from outcomes to teacher practices (Action 2.c.). These actions meet needs most associated with these students so we expect that their environmental literacy, environmental dispositions and environmental stewardship behaviors will increase significantly.

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

Through the implementation of these actions and services made possible by the supplemental and concentration funds received and assigned to them, our unduplicated student groups will be given increased support and improved services in order to ensure their academic growth and success. Services will be improved as we implement our refinement cycle:

- collecting, disaggregating and visualizing data to monitor equity and access
- sharing data and collaborating with stakeholders, including teachers, staff, families
- synthesizing and prioritizing
- implementing refinements and monitoring implementation metrics
- reflecting on the effectiveness of our actions and repeating the cycle

This cycle will be enacted as we implement our teacher development system, improve our MTSS, provide targeted professional development and program improvement for ELD and Special Education, and implement our literacy, science and math initiatives. Feedback from families, staff and students will be part of every LCAP action to help us adjust our plans.

Services will be increased through the creation of new positions, including additions of student services coordinators, ELD coordinator, additional mentors and elective teachers, community engagement coordinator and an office manager

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.

<p>Staff-to-student ratios by type of school and concentration of unduplicated students</p>	<p>Schools with a student concentration of 55 percent or less</p>	<p>Schools with a student concentration of greater than 55 percent</p>
<p>Staff-to-student ratio of classified staff providing direct services to students</p>	<p>Provide the staff-to-student ratio of <u>classified staff</u> providing direct services to students with a concentration of unduplicated students that is <u>55 percent or less</u>, as applicable to the LEA.</p> <p>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.</p>	<p>Provide the staff-to-student ratio of <u>classified staff</u> providing direct services to students at schools with a concentration of unduplicated students that is <u>greater than 55 percent</u>, as applicable to the LEA.</p> <p>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.</p> <p>1:18</p>
<p>Staff-to-student ratio of certificated staff providing direct services to students</p>	<p>Provide the staff-to-student ratio of <u>certificated staff</u> providing direct services to students at schools with a concentration of unduplicated students that is <u>55 percent or less</u>, as applicable to the LEA.</p> <p>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.</p>	<p>Provide the staff-to-student ratio of <u>certificated staff</u> providing direct services to students at schools with a concentration of unduplicated students that is <u>greater than 55 percent</u>, as applicable to the LEA.</p> <p>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.</p> <p>1:19</p>

2022/23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,064,330	\$ 460,177	\$ -	\$ 413,166	2,937,673	\$ 1,742,366	\$ 1,195,307

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.a.	GCA Highly Qualified Faculty/Staff	All	\$ 749,903	\$ -	\$ -	\$ 269,938	\$ 1,019,841
1	1.b.	Teacher Development System for GCA Best Practices	All	\$ 36,022	\$ -	\$ -	\$ 14,178	\$ 50,200
1	1.c.	Multi-Tiered Systems of Support	All	\$ 472,204	\$ -	\$ -	\$ 105,925	\$ 578,129
1	1.d.	Special Education Program	All	\$ -	\$ 203,491	\$ -	\$ 23,125	\$ 226,616
2	2.a.	Partnerships/Outdoor Education	All	\$ 71,000	\$ -	\$ -	\$ -	\$ 71,000
2	2.b.	Family Engagement	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	2.c.	After-school Programming	All	\$ -	\$ 152,612	\$ -	\$ -	\$ 152,612
2	2.d.	Mentorship programming	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
2	2.e.	Morning Meetings (Advisory)	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	2.f.	Faculty/Staffing	All	\$ 151,350	\$ -	\$ -	\$ -	\$ 151,350
3	3.a.	High-quality, standards-aligned curriculum and instructional materials	All	\$ 123,170	\$ 16,130	\$ -	\$ -	\$ 139,300
3	3.b.	Outdoor Education/Experiential Learning/Place-Based Learning	All	\$ 112,700	\$ -	\$ -	\$ -	\$ 112,700
3	3.c.	Environmental Education	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3.d.	Sustainable facilities & operations	All	\$ 297,981	\$ 87,944	\$ -	\$ -	\$ 385,925

2022/23 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
\$ 2,301,029	\$ 939,004	40.81%	0.00%	40.81%	\$ 2,064,330	0.00%	89.71%	Total:	\$ 2,064,330
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 2,064,330

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.a.	GCA Highly Qualified Faculty/Staff	Yes	Schoolwide	All	Elementary	\$ 749,903	0.00%
1	1.b.	Teacher Development System for GCA Bes	Yes	Schoolwide	All	Elementary	\$ 36,022	0.00%
1	1.c.	Multi-Tiered Systems of Support	Yes	Schoolwide	All	Elementary	\$ 472,204	0.00%
1	1.d.	Special Education Program	Yes	Schoolwide	All	Elementary	\$ -	0.00%
2	2.a.	Partnerships/Outdoor Education	Yes	Schoolwide	All	Elementary	\$ 71,000	0.00%
2	2.b.	Family Engagement	Yes	Schoolwide	All	Elementary	\$ -	0.00%
2	2.c.	After-school Programming	Yes	Schoolwide	All	Elementary	\$ -	0.00%
2	2.d.	Mentorship programming	Yes	Schoolwide	All	Elementary	\$ 50,000	0.00%
2	2.e.	Morning Meetings (Advisory)	Yes	Schoolwide	All	Elementary	\$ -	0.00%
2	2.f.	Faculty/Staffing	Yes	Schoolwide	All	Elementary	\$ 151,350	0.00%
3	3.a.	High-quality, standards-aligned curriculum :	Yes	Schoolwide	All	Elementary	\$ 123,170	0.00%
3	3.b.	Outdoor Education/Experiential Learning/PI	Yes	Schoolwide	All	Elementary	\$ 112,700	0.00%
3	3.c.	Environmental Education	Yes	Schoolwide	All	Elementary	\$ -	0.00%
3	3.d.	Sustainable facilities & operations	Yes	Schoolwide	All	Elementary	\$ 297,981	0.00%

2021/22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,834,990.00	\$ 2,064,827.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.a.	GCA Highly Qualified Faculty/Staff	Yes	\$ 802,271	\$ 834,456
1	1.b.	Teacher Development System for GCA Best Practices	Yes	\$ 15,000	\$ 18,000
1	1.c.	Multi-Tiered Systems of Support	Yes	\$ 55,920	\$ 390,017
1	1.d.	Special Education Program	Yes	\$ 325,623	\$ 198,934
1	1.e.	Science, Literacy & Math Initiatives	Yes	\$ 109,000	\$ 124,841
2	2.a.	Partnerships/Outdoor Education	Yes	\$ 30,000	\$ 13,667
2	2.b.	Family Engagement	Yes	\$ 80,676	\$ 77,038
2	2.c.	After-school Programming	Yes	\$ 20,000	\$ 41,616
2	2.d.	Mentorship programming	Yes	\$ 40,000	\$ 15,750
2	2.e.	Morning Meetings (Advisory)	Yes	\$ -	\$ -
2	2.f.	Faculty/Staffing	Yes	\$ -	\$ -
3	3.a.	High-quality, standards-aligned curriculum and instructional materials	Yes	\$ -	\$ -
3	3.b.	Outdoor Education/Experiential Learning/Place-Based Learning	Yes	\$ 90,000	\$ 77,360
3	3.c.	Environmental Education	Yes	\$ -	\$ -
3	3.d.	Sustainable facilities & operations	No	\$ 266,500	\$ 273,148

2021/22 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)
\$ 621,215	\$ 1,459,673	\$ 1,457,953	\$ 1,720	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.a.	GCA Highly Qualified Faculty/Staff	Yes	\$ 802,271	\$ 637,432.00	0.00%	0.00%
1	1.b.	Teacher Development System for GCA Best Practices	Yes	\$ 7,500	\$ 8,268.00	0.00%	0.00%
1	1.c.	Multi-Tiered Systems of Support	Yes	\$ 55,920	\$ 274,119.00	0.00%	0.00%
1	1.d.	Special Education Program	Yes	\$ 264,711	\$ 198,934.00	0.00%	0.00%
1	1.e.	Science, Literacy & Math Initiatives	Yes	\$ 68,595	\$ 113,769.00	0.00%	0.00%
2	2.a.	Partnerships/Outdoor Education	Yes	\$ 30,000	\$ 13,667.00	0.00%	0.00%
2	2.b.	Family Engagement	Yes	\$ 80,676	\$ 77,038.00	0.00%	0.00%
2	2.c.	After-school Programming	Yes	\$ 20,000	\$ 41,616.00	0.00%	0.00%
2	2.d.	Mentorship programming	Yes	\$ 40,000	\$ 15,750.00	0.00%	0.00%
2	2.e.	Morning Meetings (Advisory)	Yes	\$ -	\$ -	0.00%	
2	2.f.	Faculty/Staffing	Yes	\$ -	\$ -	0.00%	
3	3.a.	High-quality, standards-aligned curriculum and instructional materials	Yes	\$ -	\$ -	0.00%	
3	3.b.	Outdoor Education/Experiential Learning/Place-Based Learning	Yes	\$ 90,000	\$ 77,360.00	0.00%	0.00%
3	3.c.	Environmental Education	Yes	\$ -	\$ -	0.00%	
3	3.d.	Sustainable facilities & operations	No	\$ -	\$ -	0.00%	0.00%

2021/22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,521,988	\$ 621,215	0.00%	40.82%	\$ 1,457,953	0.00%	95.79%	\$0.00 - No Carryover	0.00% - No Carryover

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 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]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **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 of 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 + 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).

California Department of Education
January 2022