

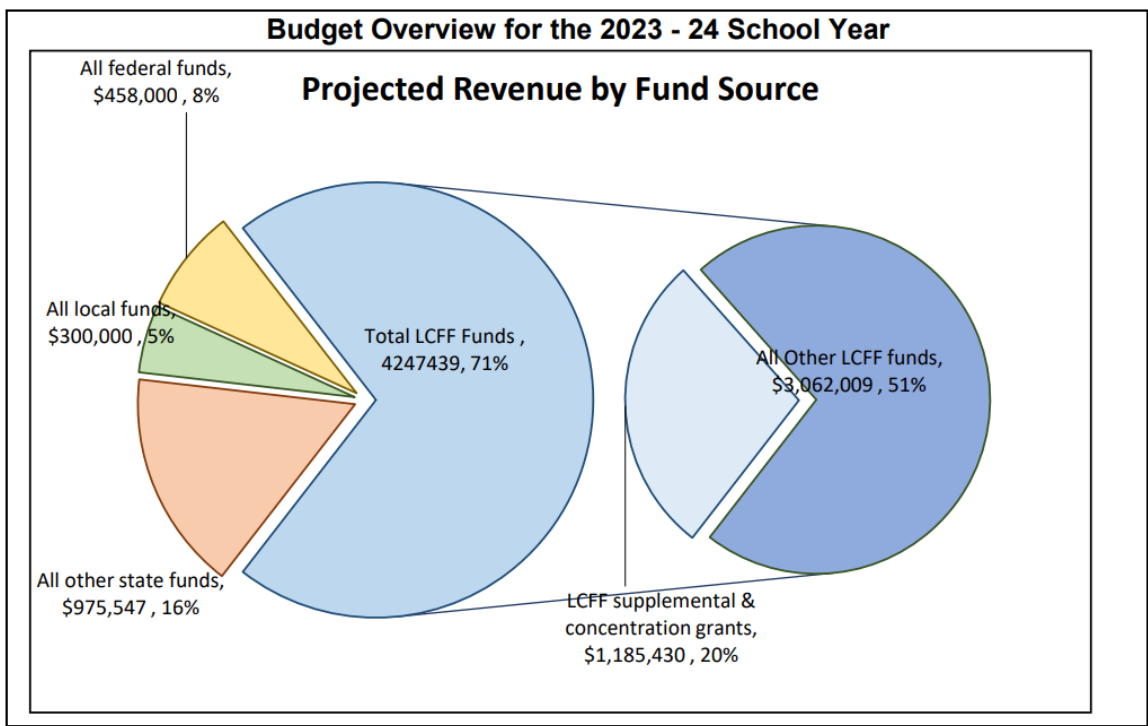
# 2023-2024 LCAP



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Charter Academy  
 CDS Code: 10 62166 0140764  
 School Year: 2023 - 24  
 LEA contact information: Mandy Breuer, Principal, (559) 660-5144, mandy@goldencharteracademy.org

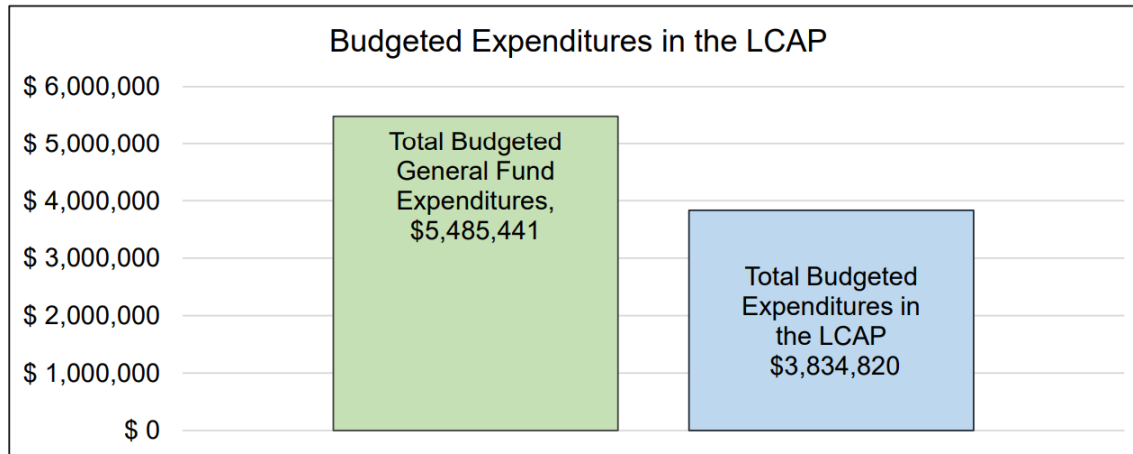
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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



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 \$5,980,986.00, of which \$4,247,439.00 is Local Control Funding Formula (LCFF), \$975,547.00 is other state funds, \$300,000.00 is local funds, and \$458,000.00 is federal funds. Of the \$4,247,439.00 in LCFF Funds, \$1,185,430.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Golden Charter Academy plans to spend for 2023 - 24. It shows how much of the total is tied to planned actions and services in the LCAP.

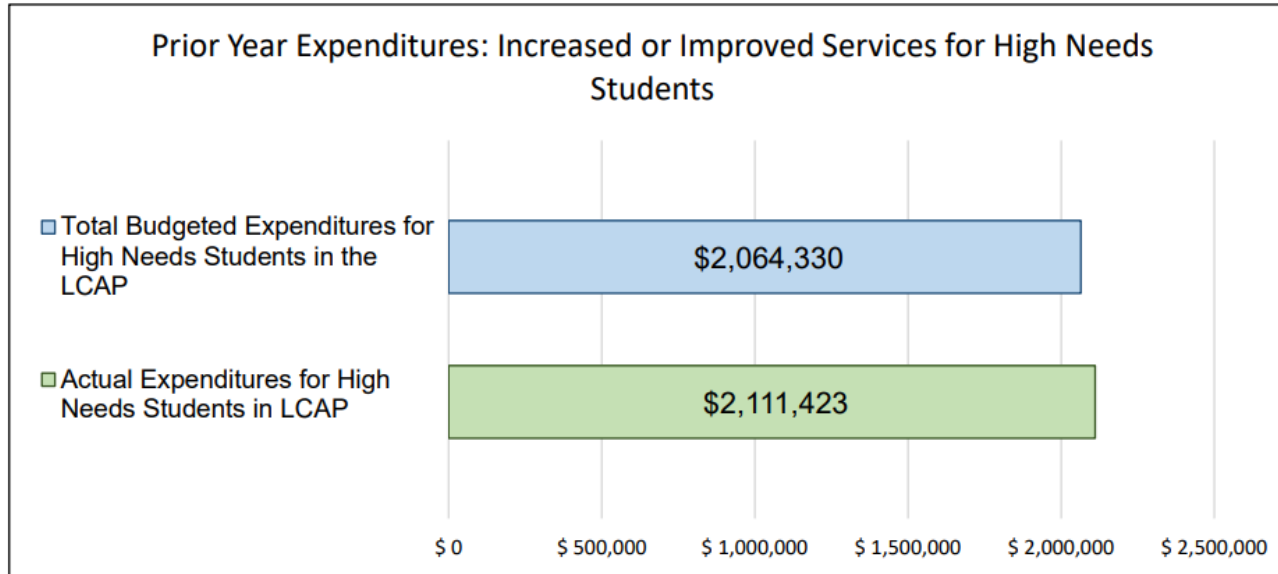
The text description of the above chart is as follows: Golden Charter Academy plans to spend \$5,485,441.00 for the 2023 - 24 school year. Of that amount, \$3,834,820.00 is tied to actions/services in the LCAP and \$1,650,621.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the LCAP for school year 2023/24 consist of the food program, administrative and professional services.

### Increased or Improved Services for High Needs Students in the LCAP for the 2023 - 24 School Year

In 2023 - 24, Golden Charter Academy is projecting it will receive \$1,185,430.00 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 \$1,190,449.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2022 - 23



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 2022 - 23, Golden Charter Academy's LCAP budgeted \$2,064,330.00 for planned actions to increase or improve services for high needs students. Golden Charter Academy actually spent \$2,111,423.00 for actions to increase or improve services for high needs students in 2022 - 23.

# 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 [2023-2024]

### 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, civic action, and service learning. 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 school-wide mentoring program. GCA is committed to these three core values: Stewardship, Equity, and Access. These values represent GCA's most ardent beliefs and underpin all of our educational endeavors and initiatives. 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, and then give them opportunities to apply their learning in action and service that nurture healthy, sustainable communities. Through a comprehensive and balanced curriculum coupled with challenging, engaging 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 is placed on the ideals of cultural understanding and teaching the actions of responsible, civically engaged, environmental-mindful, citizens. 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 by implementing the school's core values coupled with a 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.

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 classrooms at the Fresno Chaffee Zoo and other local environmental and community agencies, where interdisciplinary lessons are rooted in exploration, discovery, and rigorous academic standards. 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 are studied both on and off the zoo grounds and throughout the Fresno community. 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. Scientific inquiry is featured prominently in GCA lessons, as it empowers students to employ a process for accurately reading the world around them. GCA students will make weekly visits to the zoo grounds and other community educational partners as part of their curricular experience. This includes physical education, where the vast grounds at Roeding Park, the Zoo, and other natural areas provide ample room for walking, running, and exercising. Math also is taught using the zoo and other community educational partners as a place-based learning laboratory, and regular interactions with nature, animals, and plants easily lend themselves 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 the impact of the natural environment on human societies is it possible for a deep understanding of social sciences. GCA teaches its students the power and presence of human impact and how powerful young minds can create the changes they want to see and experience in their lifetimes.

## 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. The school has come through a global pandemic in its inaugural, and this year has been a period of gathering the necessary data points to guide the navigation of the gaps and the strategic opportunities for enrichment. GCA has continued the deeper iteration implementing our best practices, creating feedback and accountability mechanisms for our goals, and growing enrollment while nurturing and coaching families, students, staff, and faculty to see the mission and vision of Golden Charter Academy realized. This year increased opportunities for students to make a real impact on their Fresno community through stewardship actions.

Students have transitioned back to campus for in-person instruction and the whole of the school is moving together to make the

academic growth and gains necessary for student professional and personal confidence and achievement. GCA 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 curriculum and instructional supplies and experiences. The school fully implemented its progress monitoring system through quarterly benchmarks, fall-winter-spring NWEA MAP monitoring, and the launch of its data dashboard that allows for quick access to aggregated/disaggregated data points that help GCA stay nimble in quick responsiveness to ensure it delivers the educational program that meets the needs of all students—both academically and holistically.

This year, GCA did meet the goal of providing educational opportunities 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 new year of 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, Latino Outdoors, Alta Peak Native Plant Society, FCSS' Scout Island, Civic Education Center, Fresno Art Museum, Fresno State's Downing Planetarium, Fresno Discovery Center, Fresno Metropolitan Black Chamber of Commerce, Beautify Fresno, Tree Fresno, just to name a few. These partnerships take learning beyond the classroom and bring students face to face with learning, providing experiences and lessons that open our student's eyes to the world that is available to them—true to our work as a place-based academic program. GCA forged a professional learning partnership with two of Fresno Pacific University School of Education professors to guide the school's deep work to increase literacy performance and create the necessary social-emotional learning, cultural responsiveness, and trauma-informed practices to bolster student success in life. The school continued its science program rollout with the guidance and support of The Biomimicry Institute, Fresno State University's science department, and The Exploratorium education team.

The school increased its in-person events to keep families and the community informed of student progress, school needs, and school opportunities. The school increased its ability to offer student and family support with the addition of a new school counselor and a partnership FCSS All 4 Youth wrap-around services. New attendance procedures were developed in conjunction with the attendance secretary and school counselors, and these measures helped the school keep students engaged and focused on curriculum, instruction, and academic progress.

With respect to improved student outcomes, the GCA team identified literacy needs across various disciplines as a key element to closing the achievement and social development gaps—exacerbated as a result of pandemic school closures and other health-related absenteeism. During the year, the school continued its implementation of a high-yield literacy development program that utilizes research-based phonics, and guided and independent reading practices, all with interdisciplinary connections to science, math, and social science. This increased instructional rigor and expanded students' capacity to drive

their own learning. Progress monitoring toward classroom and school-wide literacy goals is regularly reported, discussed, and utilized during staff meetings, grade level meetings, site council, and in board meetings. Furthermore, the school expanded its teacher development and evaluation system with focused “look-fors” and regular checks for understanding with students providing 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. Its curriculum, instruction, and learning experiences break down barriers to growth. GCA’ educational pathway immerses students in experiences of awe, wonder, and curiosity through environmental engagement, and its learning and growing environment 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. GCA has 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. GCA knows 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.

## **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.



During the reporting period, GCA has closely monitored academic growth, achievement, and attendance for its 259 total students. In this endeavor, GCA has increased the capacity and data tracking tools so the school can identify needs and move resources responsibly to effectively respond to its students' needs.

One of the emerging issues, and one that most all schools across the country are facing, is the decline in average daily attendance goals and targets. In monitoring attendance data, GCA reported chronic absenteeism in LP1 at 6.61% with a peak of 16.28% in LP4 followed by a steady decline to 9.89% in LP9.

Another issue the data showed was the significant reading gaps of GCA's 3rd and 4th-grade students. In reflecting and responding to the data, 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. GCA continues to prioritize resources to bolster the reading achievement of students.

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 second year of operation, the school has prioritized the implementation of its science, phonics, guided, and strategic independent reading programs for students. In local assessment data, GCA has seen evidence indicating improving ELA and math outcomes across the site.

In this LCAP, GCA continues to broaden the application of these literacy endeavors 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, GCA's plan includes initiatives centered on student wellness as the community continues to face the hard realities of systemic inequality and limited access to housing, transportation, health care, and healthy food.

## 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.

Golden Charter Academy, a single-school LEA district, has been identified for comprehensive support and improvement.

### ***Support for Identified Schools***

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

Golden Charter Academy will support CSI school staff in conducting their local needs assessment by ensuring that there is consistent data collection, school-based systems for reflection, and a thorough root cause analysis of a robust set of data from all stakeholders. Upon completing this analysis, the school site teams will have identified priority focus areas that are to be addressed in the CSI plan. Golden Charter Academy will support its school site in identifying and selecting evidence-based interventions that work to address the identified school-wide priorities. This process will include collaborating with the school leaders to collaboratively identify appropriate interventions that support the improvement of our student achievement and attendance.

The process of support provided by Golden Charter Academy to CSI school staff in the identification of resource inequities includes equipping and training our school site leaders with tools and resources to disaggregate all available achievement data. This includes company and

state-provided data analysis tools such as CERS (for smarter balanced scores), and data analysis protocol (for NWEA scores).

## ***Monitoring and Evaluating Effectiveness***

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

Golden Charter Academy will monitor the implementation of the CSI plan by developing and implementing processes and procedures that ensure ongoing progress monitoring with multiple levels of staff members, including site leaders and teachers, on a pre-determined cadence. GCA will evaluate the implementation of the CSI plan by using the continuous cycle of improvement tools in collaboration with site leadership to evaluate the plan, data, and metrics relevant to the CSI identification quarterly. This will determine support and coaching in areas of need, including data monitoring for attendance and reading. To monitor the effectiveness of the CSI plan, GCA will use the continuous cycle of improvement process alongside site leaders to monitor the alignment with the correlating site metrics. Once data is reviewed, we will monitor the effectiveness of this process and how it aligns with school site metrics (NWEA MAP) to determine if there is effective implementation or if a new cycle of improvement needs to begin. Lastly, in order to evaluate the effectiveness of the CSI plan, site leaders will use action-aligned data metrics to evaluate the effectiveness, support effective implementation, and/or begin a new cycle of improvement.

## **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 continue to be refined and improved through the Local Control and Accountability Plan (LCAP) development process as well as through GCA's charter development and authorization process. As GCA has focused on aligning the budget to priorities on behalf of our learning community, school administrators meet regularly with the 10-member school site council, with the GCA Board of Trustees, with community environmental science and education partners (Fresno Chaffee Zoo, San Joaquin River Parkway & Trust, Sierra Foothills Conservancy, Fresno Pacific University, Fresno County Superintendent of Schools, City of Fresno's Beautify Fresno, to name a few) and a new service provider, Blended Families Inc.

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. GCA has also increased participation in the region's cultural events like Aloha in the Park, Hmong Cultural New Year Celebration, Black History Month events, Beautify Fresno Youth Service Day, Earth Day Fresno, Civic Education Center service learning showcase, and the upcoming Fresno Pride and Juneteenth celebrations. 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 at 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 serve our students directly were also given the opportunity to shape budget program priorities. GCA hosted public comment sessions for the 23-24 LCAP in April and May through virtual sessions. Metric data was shared with partners, families, Site Council, and faculty/staff in the mid-year progress 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, and school safety (supervision and school 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 the 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 of 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 even with shortfalls in revenue from attendance declines related to issues many of our families are facing due to poverty and limited access to high-quality, consistent healthcare. GCA has stabilized most of the initial social-emotional and interpersonal needs of students returning to in-person 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, San Joaquin River Parkway & Trust, Fresno Pacific University,

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 2023 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

<b>Goal 1</b>	<b>Improved Student Outcomes. We will improve outcomes for all students by improving instruction and programs.</b>
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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 students to access grade-level standards regardless of their language proficiency. Additionally, these additional learning tools allow teachers to differentiate educational curricula to support low-income students with the scaffolds needed to fill learning gaps and improve accessibility. The use of these additional resources is 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 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 NWEA Reading</p> <p>Data Year: Spring 2022 Data Source: NWEA MAP</p>		<p>Baseline + 2%</p> <p>Data Year: 23-24 Data Source: CAASPP, NWEA Map</p>	<p>Baseline + 2%</p> <p>Data Year: 24-25 Data Source: CAASPP, NWEA Map</p>
<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 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 Data Source: NWEA MAP</p>		<p>Baseline + 2%</p> <p>Data Year: 23-24 Data Source: CAASPP, NWEA Map</p>	<p>Baseline + 2%</p> <p>Data Year: 24-25 Data Source: CAASPP, NWEA Map</p>
<p>Percentage of English Learners who make progress on ELPAC</p>	<p>2 students (1st, 3rd) at score 1 1 student (1st) at score 2</p> <p>Data Year:</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>Summative:</p> <ul style="list-style-type: none"> <li>4th Grade: 1 student grew from Level 1 to Level 2</li> <li>Kindergarten &amp; 2nd grade: summative reports will be available in August 2023</li> </ul>	<p>Increase from baseline +2% each year until we are green on CA School Dashboard</p> <p>Data Year:</p>	<p>Increase from baseline +2% each year until we are green on CA School Dashboard</p> <p>Data Year:</p>

	21-22 Data Source: ELPAC		Data Year: 22-23 Data Source: ELPAC	23-24 Data Source: ELPAC	24-25 Data Source: ELPAC
Percentage of students reclassified out of those who started the year as an English Learner	0/3 students reclassified  Data Year: 21-22 Data Source: ELPAC	0/3 students reclassified  Data Year: 21-22 Data Source: ELPAC	Awaiting summative score reports to determine how many of 6 students reclassified  Data Year: 22-23 Data Source: ELPAC	Increase from baseline +3% each year until we are green on CA School Dashboard  Data Year: 23-24 Data Source: ELPAC	Increase from baseline +3% each year until we are green on CA School Dashboard  Data Year: 24-25 Data Source: ELPAC
Percentage of students who meet standard on state science test	To be set in 24-25  Data Year: 24-25 Data Source: CAST	NWEA MAP science for Fall 2022 <ul style="list-style-type: none"> <li>4th grade: Fall 2022 science performance -9.2 of national norm for science (12% of students at or above mean)</li> <li>3rd grade: Fall 2022 science performance -10.8 of national norm for science (8% of students at or above mean)</li> </ul> Data Year: Fall 2022 Data Source: NWEA MAP Fall 2022	NWEA MAP science for Spring 2023: <ul style="list-style-type: none"> <li>4th grade: Spring 2023 science performance __ of national norm for science (__% of students at or above mean)</li> <li>3rd grade: Fall 2022 science performance __ of national norm for science (__ of students at or above mean)</li> </ul> Data Year: Spring 2023 Data Source: NWEA MAP Spring 2023	Baseline to be set with 5th grade in Spring 2024	Target to be set for 23-26 LCAP  Data Year: 23-24 & 24-25 Data Source: NWEA MAP 23-24 and CAST 24-25

## 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 in 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.	\$1,350,104	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 2023-24, 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.	\$72,000	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, delivering, 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.	\$512,640	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.	\$347,991	Y
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## Goal Analysis for [2022-2023]

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

Action 1A: Action was implemented as described in the 2022/2023 LCAP.

Action 1B: Action was implemented as described in the 2022/2023 LCAP.

Action 1C: Action was implemented as described in the 2022/2023 LCAP.

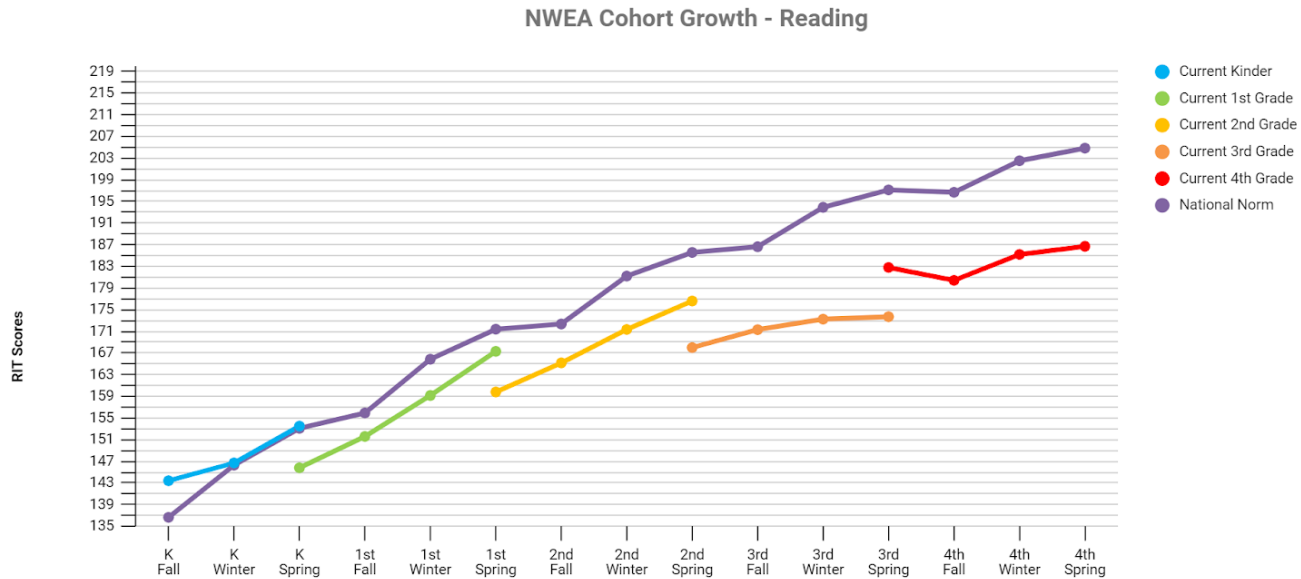
Action 1D: Action was implemented as described in the 2022/2023 LCAP.

Last August, Golden Charter Academy added a new grade level and has expanded enrollment to 269 students TK-4. 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 continuation of in-person learning and focused on closing achievement gaps from pandemic learning. This work required the refinement and addition of sustainable infrastructures to maintain an inclusive multi-tiered system of support and emphasis on schoolwide curriculum implementation. 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.

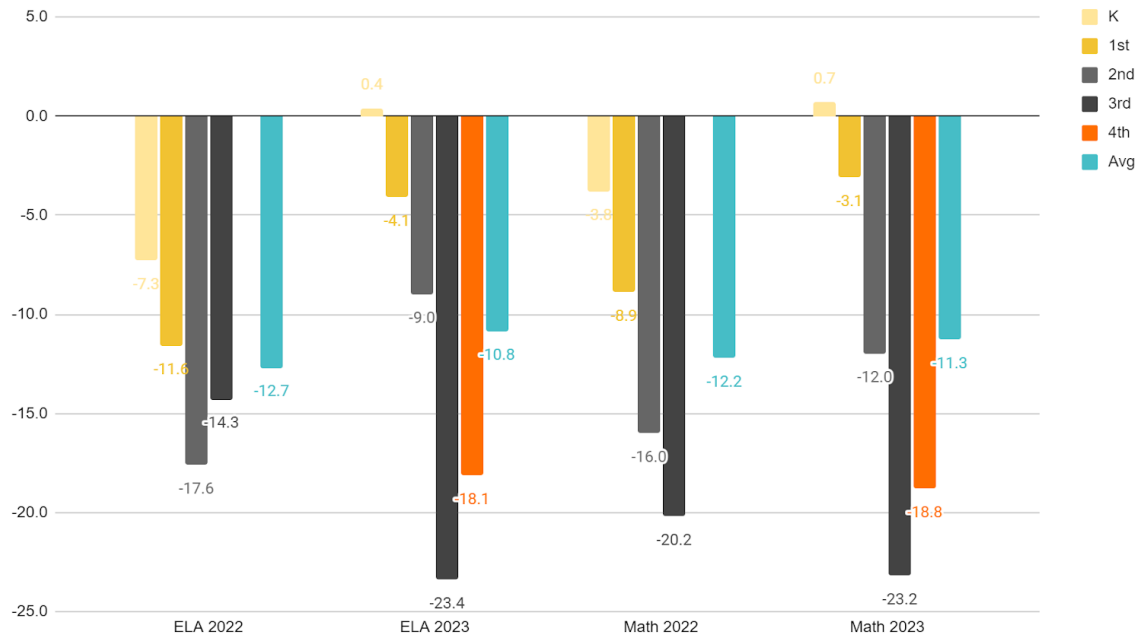
Working closely with literacy experts from Fresno Pacific University, GCA refined the implementation of phonics and guided reading programs and added independent reading and teacher workshops across our instructional blocks to support reading intervention, enrichment as well as science-focused, interdisciplinary work. GCA fully implemented the NWEA MAP assessment system with data analysis sessions to ensure intervention and enrichment programs could reach students in a timely fashion.

After reviewing 2022-23 NWEA baseline data, GCA sees the need to even more strategically organize 23-24 instructional blocks to effectively support the gaps in literacy identified in 4th and 5th-grade students and to continue growth gains seen in kindergarten, first and second-grade students. The instructional leadership team continues to review data to inform action planning. Data trends continue

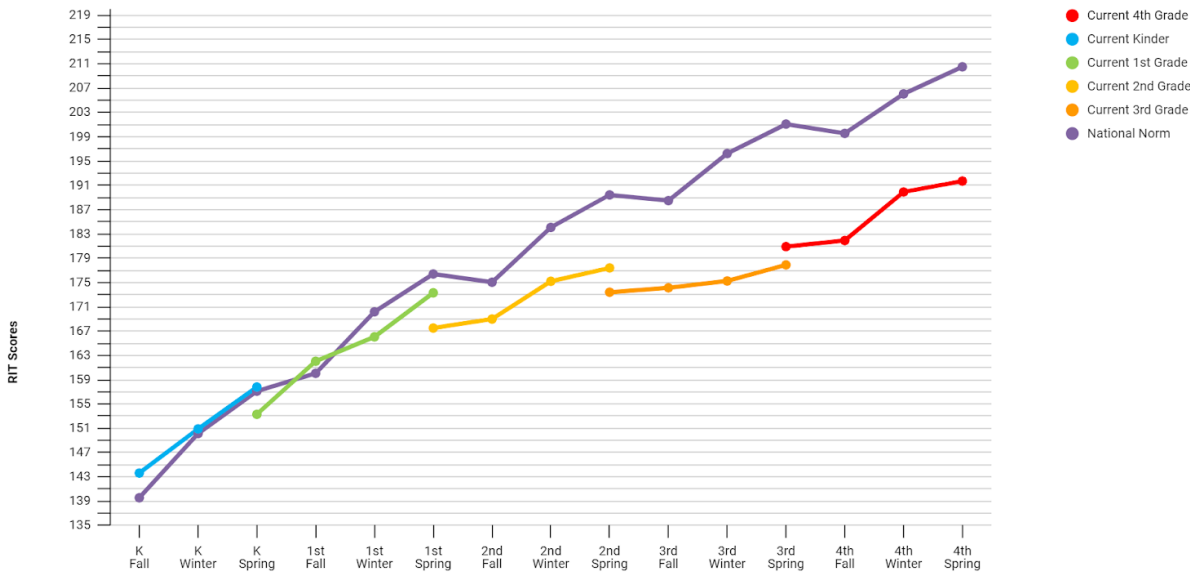
to show that older students are further behind than kindergarten—which makes sense in terms of students’ in-person learning opportunities over the last several years. NWEA data indicates 23-24 3rd, 4th, and 5th grades will need more strategic math goals to support growth moving forward. Therefore, GCA will be implementing reading intervention and extension elements early in Q1 to get a jumpstart on growth before the NWEA Map October test date. Interim assessments are being planned for 3rd-5th grade students in 23-24, and GCA has identified assessment program supports to ensure that classroom summative assessments are aligned to anchor standards for ELA and priority standards in math. GCA will begin testing 5th-grade students on CAST as well. Therefore a deep focus on assessment and planning will be needed to ensure students are ready to succeed on state and local assessments. Furthermore, GCA 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.

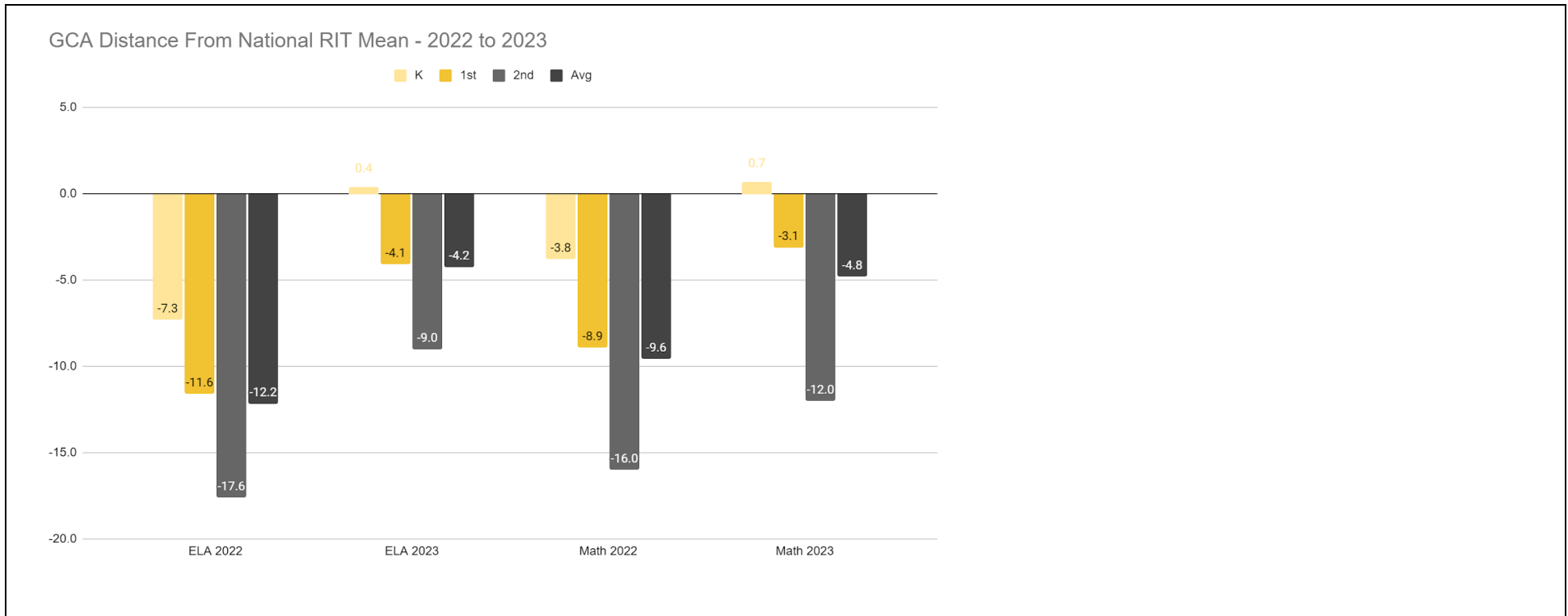


### GCA Distance From National RIT Mean - 2022 to 2023



### NWEA Cohort Growth - Math





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. GCA was able to start the academic year fully staffed. There was some teacher turnover due to some health issues that required mid-year staff changes in kindergarten, 1st and 4th grades. GCA also expanded its counseling department mid-year with the addition of another school counselor to serve TK-4 and the development and execution of Tier 1, 2, and 3 supports.

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

In the second academic year and the addition of 4th grade, GCA dedicated a great deal of strategic planning, professional development, and program evaluation to the administration of high-level instructional practices supporting students with literacy gaps that emerged from pandemic 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 Spring 2022 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 developmental 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 and English language development services, the education specialist and ELD coordinator immediately set up weekly teacher meetings to ensure that the needs of all learners on site were constantly met. Additional resources from GCA's new SELPA were 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 the school's Universal Design for Learning best practices.

GCA added sections of the specialty movement classes so 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, Zumba, regular nature hikes, 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 as they work to adapt to post-COVID challenges in school and in learning.

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.

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 GCA has already accomplished and the 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, working alongside Fresno Pacific University’s teacher education department and Fresno County Superintendent of Schools induction program, GCA plans to introduce a more refined teacher development system, while integrating practices identified in Years 1-2 ensuring our MTSS is coordinated, data-based, sustainable, and supports equitable outcomes for all students.

Lastly, teachers will continue to reflect on elements that enhance student learning in literacy, science, and 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 struggling most within FUSD is highest among low-income students of color and our homeless/foster youth student populations. As with all California public schools, GCA certainly faced attendance challenges in 22-23 and is working to develop strategic interventions to get those students back into school.

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. GCA set clearly defined and measurable high expectations for academic achievement and student conduct/behavior for all students. At GCA, the attention is focused on the whole child and energized by the mission to reimagine education in communities of color. GCA does know that the school community is made up of educational partners who persist, are creative, collaborative, and are united resourcefully to work towards fulfilling our GCA mission. The school’s actions below reflect our ongoing work to improve student engagement. Increasing GCA students’ sense of safety and connectedness will require attention to mental health needs for students and robust interventions for students who require additional assistance—especially with the school’s majority population of 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, GCA continues to ensure student 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. GCA continues to leverage the new tools for engaging families to build upon a robust partnership with families. GCA continues to grow support for the safety and connectedness of staff so they can deliver high quality learning experiences to students who have had lives and routines have been disrupted by the cycles of poverty, negative health outcomes and environmental racism. These Goal 2 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 GCA expects that all students struggling academically, socially and/or emotionally will benefit, these actions are provided on an LEA-wide basis. The school expects the 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  <ul style="list-style-type: none"> <li>TK: 90.54% (-2.46)</li> <li>K: 89.61% (-3.39)</li> <li>1st: 91.06% (-1.94)</li> <li>2nd: 90.49% (-2.51)</li> <li>3rd: 91.07% (-1.93)</li> </ul> Data Year: 21-22 Data Source: School Pathways Attendance Reports	90% of 259  <ul style="list-style-type: none"> <li>TK: 86.7% (-3.3)</li> <li>K: 86.35% (-3.65)</li> <li>1st: 87.17% (-2.83)</li> <li>2nd: 88.81% (-1.19)</li> <li>3rd: 87.83% (-2.57)</li> <li>4th: 88.40% (-1.6)</li> </ul> Data Year: 22-23 Data Source: School Pathways Attendance	90% of 312 Projected  Data Year: 23-24 Data Source: School Pathways Attendance	93% ADA  Data Year: 24-25 Data Source: School Pathways Attendance 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	91% of families report that school actively seeks the input of parents before making important decisions.	Around 90% of families report Agree to Strongly agree on LCAP Goal 2 family survey  Data Source: Internal GCA LCAP Spring 2023 LCAP survey	Increase by 5% annually until 80% is reached then maintain that level  Data Source: 23-24 WestEd CHKS	Increase by 5% annually until 80% is reached then maintain that level  Data Source: 24-25 WestEd CHKS

			Pending  Data Source: 22-23 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	Pending  Data Source: 22-23 WestEd CHKS	Maintain above 70% on School Safety and Connectedness Surveys as School Grows  Data Source: 23-24 WestEd CHKS	Maintain above 70% on School Safety and Connectedness Surveys as School Grows  Data Source: 24-25 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 treats them with respect, take their concerns seriously and are helpful to them.	Pending CHKS Family Survey  Data Source: 21-22 WestEd CHKS	96% of families identify the school as a safe place to learn for their child(ren) to learn.  Data Source: 21-22 WestEd CHKS	Around 90% of families report Agree to Strongly agree on LCAP Goal 2 family survey  Data Source: Internal GCA LCAP Spring 2023 LCAP survey  Pending  Data Source: 22-23 WestEd CHKS	Increase of 2% over baseline each year until reaching 80%  Data Source: 23-24 WestEd CHKS	Increase of 2% over baseline each year until reaching 80%  Data Source: 24-25 WestEd CHKS
Staff safety & connectedness  Avg level of agreement with staff working environment and collegiality	95% of staff report that this school is a supportive and inviting place for staff to work.  94% of staff report they have close professional	95% of staff report that this school is a supportive and inviting place for staff to work.  94% of staff report they have close professional	Pending  Data Source: 22-23 WestEd CHKS	Maintain above 80% on Staff Safety and Connectedness Surveys as School Grows  Data Source: 23-24 WestEd CHKS	Maintain above 80% on Staff Safety and Connectedness Surveys as School Grows  Data Source: 24-25 WestEd CHKS



questions on California School Climate Surveys or similar survey	relationships with each other. 90% say the school is a safe place for staff.  Data Source: 21-22 WestEd CHKS	relationships with each other. 90% say the school is a safe place for staff.  Data Source: 21-22 WestEd CHKS			
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## 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).	\$82,000	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	GCA offers an in-house after-school program to supplement the educational program and increase student engagement and a sense of connectedness.	\$260,000	Y
2.d.	Mentorship programming	Working with community agencies that specialize in the mentorship of urban students, GCA trains 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. GCA's mentoring program will play an instrumental role in laying the foundation for character development of GCA students.	\$69,000	Y

2.e.	Morning Meetings (Advisory)	GCA knows that meaningful relationships with adults are critical for student learning. In GCA's 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. GCA teachers' comfort/expertise with developing small learning communities and social-emotional learning will vary, so over the next several years GCA will continue to 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. GCA intentionally refines advisory to be high-quality and effective Tier 1 social-emotional support as the school refines 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 the 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 school counselors will continue leading efforts to closely connect students' families and home communities to the work of GCA. In 2022-23, GCA added an additional counselor in addition to the Community Engagement Coordinator to increase these outreach efforts.	\$242,620	Y

## Goal Analysis for [2022-2023]

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

Action 2A: Action was implemented as described in the 2022/2023 LCAP.

Action 2B: Action was implemented as described in the 2022/2023 LCAP.

Action 2C: Action was implemented as described in the 2022/2023 LCAP.

Action 2D: Action was implemented as described in the 2022/2023 LCAP.

Action 2E: Action was implemented as described in the 2022/2023 LCAP.

Action 2F: Action was implemented as described in the 2022/2023 LCAP.

GCA prides itself on having a caring school culture that supports student wellness, is responsive to partner feedback, and ensures organizational sustainability. GCA created a community engagement coordinator position to bolster the opportunities for families to engage with the school around mission-aligned programs. GCA continued to utilize both in-person and virtual options, two-way

messaging platforms, and electronic newsletters to keep the community engaged and informed throughout the year. Student connectedness also continues to be a major focus for the site. In year 1, GCA developed a strong advisory and mentorship model relying on circles and other restorative practices rooted in the GOLDEN rules (Give Respect, Obligation to Community, Love Learning, education, Elevate & Never Quit). As a critical element for learning, GCA has prioritized 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 the partnership with Fresno County Department of Mental Health's All 4 Youth, its mental health support provider, and the addition of another school counselor, GCA was 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 GCA's advisory program (Morning Meetings), teachers, mentors, and school counselors worked across the school to combat depression, and suicidal ideations, and work closely with those students needing social and collaborative skill development. Furthermore, as the school expands its ability to meet the needs of those who require additional interventions, GCA plans 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 30 different community and outdoor education partners to provide rich, nature-connecting learning experiences to all of its students, families, faculty, and staff—in an effort to increase student engagement and provide access to resources and expertise related to science, nature, culturally-responsible instruction, restorative practices, and the environment. GCA offered a plethora of quality nature outings for students and for families. 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.

At the start of this academic year, GCA utilized NWEA MAP data and California Healthy Kids Survey data to inform Q1 focus to help meet the specific SEL needs of our students. Students who were safe and in school had a chance to bolster literacy gaps brought on by being out of the classroom for over a year. In addition to GCA'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 in school—taking the healthy risks our service action-oriented units of study required. Many teachers increased their use of the advisory meetings at various times of the day to ensure SEL needs were known and timely addressed. With the addition of the school counselors, GCA began a Second Step social-emotional

learning curriculum in Kindergarten, 3rd and 4th grades. This will expand to all grades in 23-24. 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 at GCA—mainly due to health-related and family health-related issues. 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 a large majority of staff and students saying the 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 the 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. We also added a new action this year to focus resources and support to develop GCA's school climate to help students feel safe and valued—as vital keys for them to feel successful in GCA's innovative academic program. In a healthy, supportive climate, students are engaged and take intellectual risks. With this additional goal, we are able to help students commit to following well-established rules and norms for behavior that their teachers and school leaders model and maintain. Such a community is characterized by positive relationships between students and faculty/staff and a place where genuine respect is the norm, where all students feel they belong.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
<p>Course Access &amp; materials to help students grow and develop <b>Environmental Literacy</b> Knowledge &amp; Skills</p> <p>(Content Knowledge, Systems Knowledge, Critical Thinking, &amp; Planning)</p> <p>Students will demonstrate an understanding of systems thinking about the Environmental Principles &amp; Concepts in 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>100%</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: 24-25</p> <p>Data Source: GCA Business Office</p>
<p><b>Environmental Dispositions</b></p> <p>(Social Emotional Learning &amp; Connectedness with Nature)</p> <p>Students will demonstrate connectedness with nature.</p>	<p>North American Association of Environmental Educators Nature Connectedness Surveys TK-3 &amp; 3rd Grade CHKS</p> <p>Data Year: 2021-22</p> <p>Data Source: WestEd CHKS, NAAEE Surveys</p>	<p>CHKS:</p> <p>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</p>	<p>CHKS:</p> <p>62% of 3rd graders and 47% of 4th graders feel that they are either one of the best or better than most students.</p> <p>69% of 3rd graders and 39% feel like they have a chance to solve problems</p>	<p>Pending</p> <p>Data Source: 23-24 WestEd CHKS</p>	<p>Students will score higher than the norm group in SEL dispositions of efficacy and empathy on CHKS</p> <p>Data Year: 2023-24</p> <p>Data Source: WestEd CHKS, NAAEE Surveys</p>

<p>Students will demonstrate social-emotional learning competencies related to the environment.</p>		<p>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>most to all of the time.</p> <p>81% of 3rd graders and 74% of 4th graders report that they get to do things that are helpful most to all of the time..</p> <p>84% of 3rd graders and 86% of 4th graders report feeling academically motivated.</p> <p>73% of 3rd graders and 85% of 4th graders report they feel responsible for how they act.</p> <p>93% of 3rd graders and 85% of 4th graders report that students care for each other and treat each other with respect.</p> <p>Data Source: 22-23 WestEd CHKS</p>		
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<p><b>Environmental Stewardship Behaviors</b> (Individual &amp; 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</p>	<p>78% of students report the school facilities as neat and clean and 100% of teachers report clean and well-maintained facilities and</p>	<p>Pending</p> <p>Data Source: 22-23 WestEd CHKS</p>	<p>Pending</p> <p>Data Source: 23-24 WestEd CHKS</p>	<p>The facility will receive ratings of good on all inspected systems and an overall rating of good.</p> <p>Data Year: 2024-25</p>

	Climate Friendly Pledge Program  Data Year: 2021-22 Data Source: FC Fire Department Report, GCA Business Office	property.  Data Year: 2021-22 Data Source: 21-22 WestEd CHKS			Data Source: 24-25 WestEd CHKS
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## 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 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.	\$230,000	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).	\$112,000	Y



3.c.	Environmental Education Professional Learning	Ultimately, teachers need intentional training to craft learning experiences to form environmentally literate individuals. Teachers will deepen training in incorporating civic decision-making and action into the unit design. Therefore, GCA will continue to use a variety of environmental education partners to develop science content knowledge and the 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).	\$393,128	N
3.e.	Promoting a safe school environment	Feeling safe and valued is vital to a child’s development. Learning suffers when students fear for their safety. In a healthy, supportive climate, students are engaged and take intellectual risks. They follow well-established rules and norms for behavior that their teachers and school leaders model and maintain. Such a community is characterized by positive relationships between students and faculty/staff and a place where genuine respect is the norm, where all students feel they belong. GCA is utilizing this goal for recruitment and training of highly-specialized school safety and supervision teams to ensure students have a school climate in which to meet GCA expectations for academic excellence and school behavior.	\$163,336	Y

## Goal Analysis for [2022-2023]

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

Action 3A: Action was implemented as described in the 2022/2023 LCAP.

Action 3B: Action was implemented as described in the 2022/2023 LCAP.

Action 3C: Action was implemented as described in the 2022/2023 LCAP.

Action 3D: Action was implemented as described in the 2022/2023 LCAP.

This second year. GCA continued the imperative to ensure that programs, operations, and facilities were not only mission-aligned but

that they continued to meet the needs of GCA's environmental and educational priorities and ensure the achievement of the learning goals. With the support of its fully staffed faculty and staff throughout the academic year, GCA was able to establish smooth operations that were consistent, compliant, and properly functioning each day. GCA's 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, and civically-minded 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.

Learning from year 1 and pandemic protocols, GCA had the opportunity to staff up with internal hires needed to cover unexpected leaves and daily mentorship. GCA also continued with the additional janitorial and campus support to maintain frequent cleaning and sterilization of the campus.

The purchase of books, materials, and other supplies including computers were purchased to ensure consistent and efficient implementation of the curriculum. Funds for professional development, after-school education, 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 learning guides and campus safety coordinators, 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. 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 two school counselors. The community relations coordinator also offered a new slate of environmental, health, cultural, and educational opportunities to increase family connection and engagement.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
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.	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.
\$1,185,430	\$149,486

## 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
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).	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%).	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).	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).
39.56 %	0.00 %	\$ 0	39.56%

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%, and 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. 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. 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. GCA'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.

In order to address this condition of GCA's low-income students and English learners, the school 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 the teacher development system (Action 1.b), the Literacy, Science & Math Initiatives (Action 1.e), increase the effectiveness and sustainability of interventions by improving the 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 the school counselors (Action 1.d.). These actions meet the needs most associated with these students so we expect that course passage, as well as other academic measures for 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 low-income students and English learners, GCA will provide outdoor education and service learning opportunities to all 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.). GCA will also provide a robust afterschool program to increase student engagement and sense of connectedness (Action 2.c). The utilization of mentors for both social-emotional and academic support will also boost engagement with the school (Action 2.d.). With these actions being provided, the school expects 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 at GCA and in the district, GCA has designed the actions to 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. GCA expects 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 the school is serving a section of the city where systemic inequality and environmental racism have ravaged the community's overall health and well-being. GCA believes 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. GCA uses a variety of teaching methods designed 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 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 regularly (Action 3.b.). The school knows its staff needs to be highly qualified in the area of environmental education, so the administrative team at GCA will set determined outcomes to backward plan and move strategically from outcomes to teacher practices (Action 2.c.). These actions meet the 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, the unduplicated student groups will be given increased support and improved services 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, and 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 the MTSS, provide targeted professional development and program improvement for ELD and Special Education, and implement GCA’s literacy, science and math initiatives. Feedback from families, staff, and students will be part of every LCAP action to help us adjust school plans. Services will be increased by creating new positions, including additions of school counselors, campus safety coordinators, behavior intervention support, ELD coordinator, additional mentors, campus coordinator, and elective teachers.

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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or fewer	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	<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 <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><b>1:15</b></p>

<p>Staff-to-student ratio of <u>certificated staff</u> 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><b>1:18</b></p>
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### 2023/24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,860,736	\$ 825,584	\$ -	\$ 148,500	3,834,820	\$ 2,675,486	\$ 1,159,334

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	\$ 1,174,108	\$ 37,820	\$ -	\$ -	\$ 1,211,928
1	1.a.	GCA Highly Qualified Faculty/Staff	All	\$ 138,176	\$ -	\$ -	\$ -	\$ 138,176
1	1.b.	Teacher Development System for GCA	All	\$ 60,030	\$ -	\$ -	\$ 11,970	\$ 72,000
1	1.c.	Multi-Tiered Systems of Support	All	\$ 335,128	\$ 77,662	\$ -	\$ 99,850	\$ 512,640
1	1.d.	Special Education Program	All	\$ 55,764	\$ 255,548	\$ -	\$ 36,680	\$ 347,992
2	2.a.	Partnerships/Outdoor Education	All	\$ 82,000	\$ -	\$ -	\$ -	\$ 82,000
2	2.b.	Family Engagement	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	2.c.	After-school Programming	All	\$ -	\$ 260,000	\$ -	\$ -	\$ 260,000
2	2.d.	Mentorship programming	All	\$ 69,000	\$ -	\$ -	\$ -	\$ 69,000
2	2.e.	Morning Meetings (Advisory)	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	2.f.	Faculty/Staffing	All	\$ 142,620	\$ 100,000	\$ -	\$ -	\$ 242,620
3	3.a.	High-quality, standards-aligned curriculum and instructional materials	All	\$ 197,605	\$ -	\$ -	\$ -	\$ 197,605
3	3.a.	High-quality, standards-aligned curriculum and instructional materials	All	\$ 32,395	\$ -	\$ -	\$ -	\$ 32,395
3	3.b.	Outdoor Education/Experiential Learning/Place-Based Learning	All	\$ 112,000	\$ -	\$ -	\$ -	\$ 112,000

**2023/24 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
\$ 2,996,309	\$ 1,185,430	39.56%	0.00%	39.56%	\$ 1,190,449	0.00%	39.73%	<b>Total:</b>	\$ 1,190,449
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 1,190,449

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	No	Schoolwide		Elementary	\$ -	0.00%
1	1.a.	GCA Highly Qualified Faculty/Staff	Yes	Schoolwide	All	Elementary	\$ 138,176	0.00%
1	1.b.	Teacher Development System for GCA Best Practices	Yes	Schoolwide	All	Elementary	\$ 60,030	0.00%
1	1.c.	Multi-Tiered Systems of Support	Yes	Schoolwide	All	Elementary	\$ 335,128	0.00%
1	1.d.	Special Education Program	Yes	Schoolwide	All	Elementary	\$ 55,764	0.00%
2	2.a.	Partnerships/Outdoor Education	Yes	Schoolwide	All	Elementary	\$ 82,000	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	\$ 69,000	0.00%
2	2.e.	Morning Meetings (Advisory)	Yes	Schoolwide	All	Elementary	\$ -	0.00%
2	2.f.	Faculty/Staffing	Yes	Schoolwide	All	Elementary	\$ 142,620	0.00%
3	3.a.	High-quality, standards-aligned curriculum	No	Schoolwide		Elementary	\$ -	0.00%
3	3.a.	High-quality, standards-aligned curriculum	Yes	Schoolwide	All	Elementary	\$ 32,395	0.00%
3	3.b.	Outdoor Education/Experiential Learning/Place-Based Learning	Yes	Schoolwide	All	Elementary	\$ 112,000	0.00%

**2022/23 Annual Update Table**

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,937,673.00	\$ 3,153,381.00

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	\$ 1,019,841	\$ 1,038,553
1	1.b.	Teacher Development System for GCA Best Practices	Yes	\$ 50,200	\$ 60,741
1	1.c.	Multi-Tiered Systems of Support	Yes	\$ 578,129	\$ 604,330
1	1.d.	Special Education Program	Yes	\$ 226,616	\$ 207,856
2	2.a.	Partnerships/Outdoor Education	Yes	\$ 71,000	\$ 98,000
2	2.b.	Family Engagement	Yes	\$ -	\$ -
2	2.c.	After-school Programming	Yes	\$ 152,612	\$ 150,038
2	2.d.	Mentorship programming	Yes	\$ 50,000	\$ 42,000
2	2.e.	Morning Meetings (Advisory)	Yes	\$ -	\$ -
2	2.f.	Faculty/Staffing	Yes	\$ 151,350	\$ 132,656
3	3.a.	High-quality, standards-aligned curriculum and instructional materials	Yes	\$ 139,300	\$ 314,334
3	3.b.	Outdoor Education/Experiential Learning/Place-Based Learning	Yes	\$ 112,700	\$ 112,700
3	3.c.	Environmental Education	Yes	\$ -	\$ -
3	3.d.	Sustainable facilities & operations	Yes	\$ 385,925	\$ 392,173



## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ -	\$ -	0.00%	0.00%	\$ -	0.00%	0.00%	\$ -	0.00%

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