

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Charter Academy

CDS Code: 10 62166 0140764

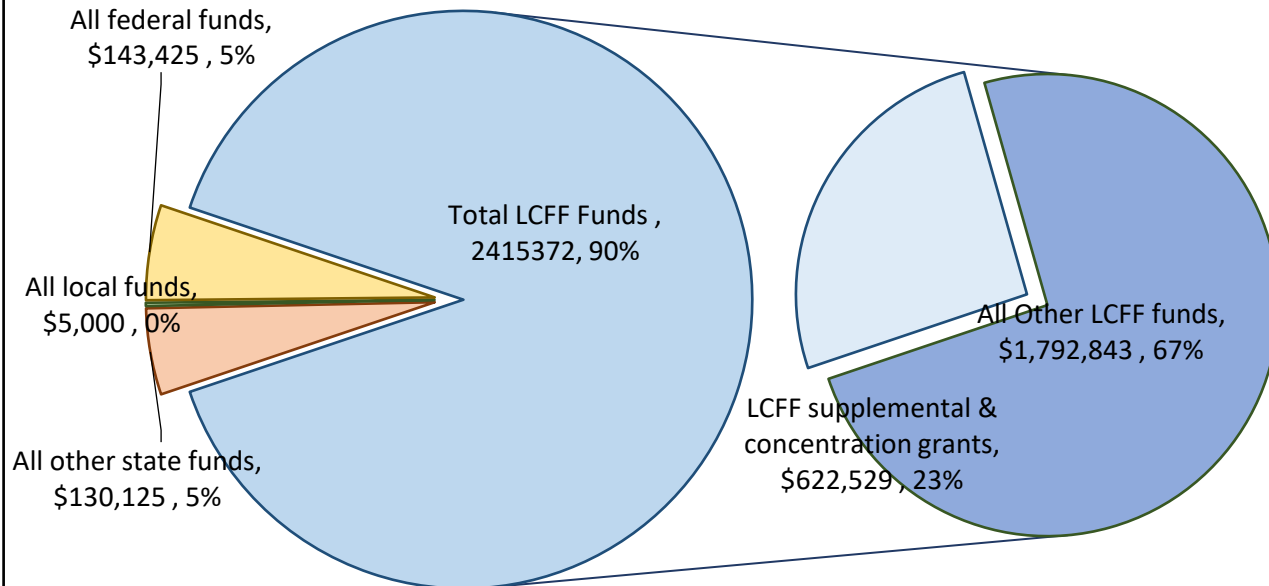
School Year: 2021 – 22

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

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

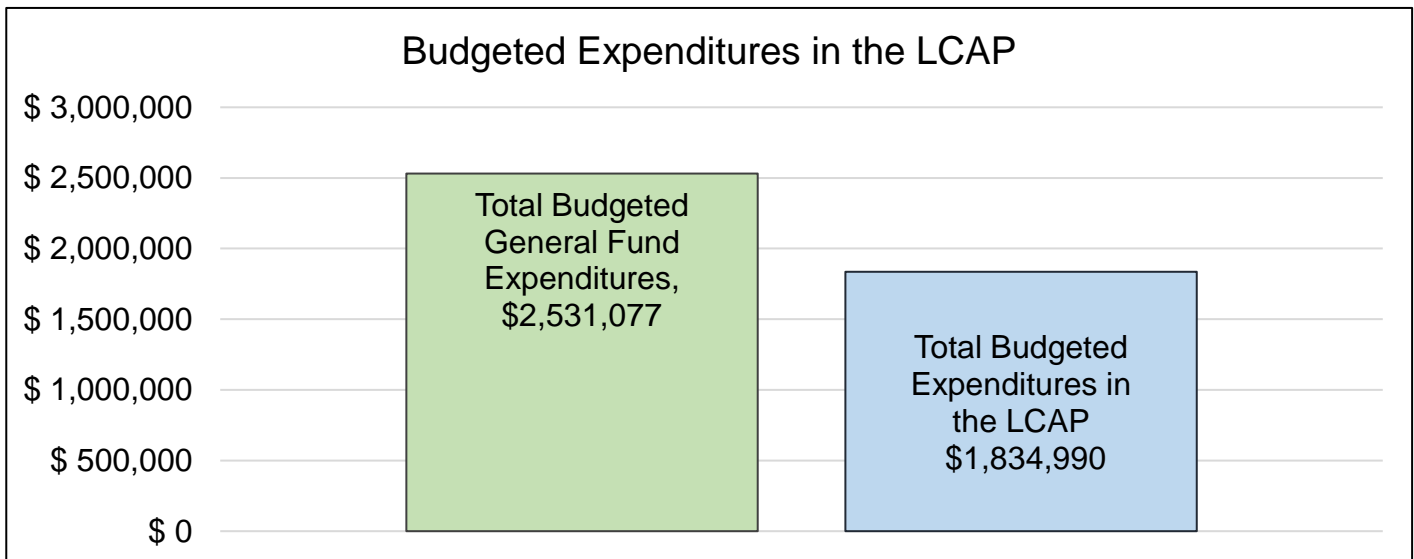


This chart shows the total general purpose revenue Golden Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Golden Charter Academy is \$2,693,922.00, of which \$2,415,372.00 is Local Control Funding Formula (LCFF), \$130,125.00 is other state funds, \$5,000.00 is local funds, and \$143,425.00 is federal funds. Of the \$2,415,372.00 in LCFF Funds, \$622,529.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Golden Charter Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Golden Charter Academy plans to spend \$2,531,077.00 for the 2021 – 22 school year. Of that amount, \$1,834,990.00 is tied to actions/services in the LCAP and \$696,087.00 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 for school year 2021/22 consist of the food program, district SELPA fees, administrative and professional services, and financing costs.

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

In 2021 – 22, Golden Charter Academy is projecting it will receive \$622,529.00 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 \$1,568,490.00 towards meeting this requirement, as described in the LCAP.

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, CEO	mandy@goldencharteracademy.org robert@goldencharteracademy.org

Plan Summary [2021-22]

General Information

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

The Golden Charter Academy will achieve its mission and vision through its partnership with the Fresno Chaffee Zoo, and by implementing the schools core values. The Golden Charter Academy and Fresno Chaffee Zoo will work together to create a world-class educational experience for the Golden Charter Academy Students. In this light, the zoo will serve as an extension of the classroom while students learn to be citizens in a worldwide community and stewards of our planet.

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

Reflections: Successes

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

GCA will open in the fall of 2021, so we do not have data yet. However, GCA is committed to 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 aspires to develop the individual talents of young people and to teach them to relate the experiences of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis will be placed on the ideals of cultural understanding and responsible, environmental, citizenship. The goal is for students to become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs. They will be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life.

GCA has a vision and strategy to embrace the community, the natural world, the zoo, and the charter school campus as fundamental places of learning and relevance. We view curriculum and learning from a foundation that seeks to break down barriers and positions all students for growth. The educational pathway of our students immerses them in experiences of awe, wonder, and curiosity through environmental engagement. GCA is 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. The key descriptions of the school experience of the Golden Charter Academy are captured in three sections on 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, our aim is to teach and guide students who possess a lifelong love of learning. The academic program at GCA will prepare every student for the intensity and challenge of high school academics. The courses offered at the Golden Charter Academy will be grounded in rigor and high engagement. GCA's teaching staff will create learning environments that actively engage the student body. The Golden Charter Academy's goal is that all students leave the program with an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond. We believe it is imperative to keep students connected to their futures in positive ways and to develop students who understand the individual contributions they can make to their families, the local community, and the world beyond. At GCA, we build on the core beliefs, practices, and lessons learned from high-performing schools in our community and throughout our country. We believe that learning best occurs when our students are challenged.

Reflections: Identified Need

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

Due to the pandemic, the most recent Dashboard data available is from 2018-19. GCA has worked diligently to design an educational program that meets the needs of all students. The design of the program addresses the needs of the students served both academically and holistically. The goal of GCA is to provide an additional educational opportunity for the historically underserved students of southwest Fresno while supporting and furthering the work of the district by creating a uniquely different model of education for those students still struggling in the traditional school model. GCA intends to offer a robust Universal Design for Learning (UDL)-Standards Based curriculum, that provides hands-on experiences, research, and fieldwork in partnership with the Fresno Chaffee Zoo. The partnership with Fresno Chaffee Zoo takes

learning beyond the classroom and brings students face to face with learning, providing experiences and lessons that open our student's eyes to the world that is available to them. GCA will offer a different way for students to access high-quality education, specifically the students, families, and community of southwest Fresno. In addition to an innovative environmental curriculum, GCA will complement and further the district's efforts by providing a learning environment that celebrates cultural diversity and the pursuit of social justice. GCA 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. GCA will serve a student population that reflects the neighborhoods it serves. We expect our demographics to mirror the southwest Fresno (and neighboring communities) schools from which GCA will draw its students.

LCAP Highlights

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

Our plan is to implement our educational program and our teaching best practices centered firmly on the concepts of Equity, Stewardship and Access and through Universal Design for Learning and Place-Based pedagogies. Since low-income communities of color were disproportionately impacted by the pandemic, improving our capacity to address students' social emotional needs and developing tiered systems for support to make our work with students effective and sustainable.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

GCA students will experience and interact in an innovative curriculum that broadly redefines educational space and ties it to NGSS standards and the Common Core State Standards. GCA students will regularly convene their classroom at the Fresno Chaffee Zoo, where interdisciplinary lessons will be rooted in exploration and discovery. Although one of the core values of GCA is Stewardship, in addition to environmental education and science-based inquiries, the content areas of language arts, math, and social science will be studied both on and off the zoo grounds. This is possible because science at GCA is treated as more than a specific discipline—science is a way of thinking, a process by which students learn to test ideas, vet information, and come to rational conclusions via empirical analysis. The Scientific Method will feature prominently in GCA lessons, for it empowers students to employ a process for accurately reading the world around them. GCA students will make weekly visits to the zoo grounds as part of their curricular experience. This will include Physical Education, where the vast grounds at Roeding Park and the Zoo will provide ample room for walking, running, and exercising. Math will also be taught using the zoo as an educational laboratory. The wildlife at the zoo easily lends itself to quantification, both in terms of physical attributes and behavior. Social science may seem to be a more distant discipline when it comes to a natural world curriculum, but this is not so. It is only through a deep understanding of the role of wildlife and the natural environment on human societies is it possible for a deep understanding of social sciences.

Stakeholder Engagement

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

As a school that has not yet opened, our stakeholder engagement process involves outreaching to potential stakeholders, outreach to newly enrolled families and surveying families, faculty and staff as they are enrolled/hired.

Some of the strategies in place are:

- developing meaningful, two way communication platforms (e.g., ParentSquare, monthly meetings, monthly newsletters, website updates)
- identifying relevant information to share with parents pertaining to their students' transition to school
- creating surveys to begin collecting family preference data regarding meeting times, topics of interest, and ideas to contribute to GCA's learning community
- reaching out to parents and families to facilitate the enrollment process either via phone or email

A summary of the feedback provided by specific stakeholder groups.

At this moment, 2 months before opening, our family, student, faculty, staff and community stakeholders ranked improved student achievement (62.5%), positive and safe school culture and climate (76.4%) and highly qualified faculty and staff (41.6%) as their top three priorities for GCA this upcoming school year. Many families expressed concerns about transitioning back to in-person instruction and giving students adjustment time to build social, emotional and academic skills as most students move from virtual and hybrid learning situations into in-person.

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

As a result from stakeholder outreach, feedback from 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.

Goals and Actions

Goal

Goal #1	Improved Student Outcomes. We will improve outcomes for all students by improving instruction and programs.
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An explanation of why the LEA has developed this goal.

Our mission is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world. To achieve this, we must implement our teaching best practices

and develop effective programs for our students. Over the next three years, we will develop tiered interventions for attendance/engagement, behavior/social-emotional, and coursework/academics, that will address challenges specific to remote learning, the pandemic, social unrest, and transitions between learning modes. We intend these interventions to especially support students who are low-income, have learning exceptionalities, are foster/homeless or are learning English as an additional language.

The pandemic has impacted on student learning. Strong systems for addressing students who need intervention will help us identify and address the impacts of the pandemic.

We know that student learning is tied to student well-being, so improving student academic outcomes will be tied to improving school climate and student engagement (Goal 2).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts Average Distance from Meeting Standard (DFS)	To be set Y1				Baseline + 2%
CAASPP Math Average Distance from Meeting Standard (DFS)	To be set Y1				Baseline + 2%
Percentage of English Learners who make progress on ELPAC	To be set Y1				Increase from baseline +2% each year until we are green on CA School Dashboard
Percentage of students reclassified out of those who started the year as an English Learner	To be set Y1				Increase from baseline +3% each year until we are green on CA School Dashboard
Percentage of students who meet standard on state science test	To be set in 24-25				Target to be set for 23-26 LCAP

Actions

Action #	Title	Description	Total Funds	Contributing
1.a.	GCA Highly Qualified Faculty/Staff	GCA has prioritized securing highly qualified faculty and staff. GCA personnel will provide support developing systems for analyzing and visualizing data, planning and delivering teacher and administrator professional development,	\$802,271	[Y]

		assessment design, curriculum selection, program evaluation and strategic planning as GCA adds grade levels in the coming years.		
1.b.	Teacher Development System for GCA Best Practices	GCA will begin implementation 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 2021-22, we will refine our best practices for the new, post-pandemic environment. This will include identifying effective and mission-aligned distance learning practices or tools and integrating them into our in-person instruction, examining how we prioritize 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.	\$15,000 + Faculty costs captured in 1.a.	[Y]
1.c.	Multi-Tiered Systems of Support	In 2021-22, the student services coordinator and principal will lead the initial phase of tiered support services across campuses. They will evaluate possible partners for developing MTSS and pilot MTSS structures and strategies. In 2022-23, 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.	\$55,920	[Y]
1.d.	Special Education Program	Collaborate across teams to create shared systems of compliance and accountability. GCA will also be adding a full-time educational specialist and student services coordinator who will spend time becoming familiar with students, their families, their needs and programs, so they are prepared to step in to provide additional support or seamless substitution when an education specialist is absent. Through their collaboration with the faculty/staff, GCA will establish systems for the initial and compliant delivery of special education services collaborating with FUSD SELPA specialists and other program team members. With our FUSD partners, GCA will provide staff foundational PDs on special education, teaching GCA philosophy and model.	\$325,623	[Y]
1.e.	Science, Literacy & Math Initiatives	With the support of the GCA personnel, establish implementation guidelines for our new NGSS-aligned science, CCSS-aligned math and CCSS-aligned ELA curriculum across content areas with a focus on interdisciplinary teaching, Universal Design for Learning, assessment design and student work analysis to ensure growth for each student in literacy and numeracy.	\$109,000	[Y]

Goal

Goal #2	Climate & Engagement: We will develop a caring school culture that supports student wellness, is responsive to stakeholder feedback and ensures organizational sustainability
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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. Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. GCA provides a safe, and nurturing environment with minimal distractions and more time for both academics and extracurricular opportunities, so GCA students enjoy school and maximize their learning. We set clearly defined and measurable high expectations for academic achievement and student conduct/behavior for all students. At GCA, our attention is focused on the whole child and energized by our mission to reimagine education in communities of color. We also understand that our students face uncertainty and change due to the pandemic and that the past two years have made the inequities our students face ever more clear. Their neighborhoods have borne the economic and health brunt of the pandemic. and we understand that there will be a transition back to a fully in-person educational program. We do know that our school community is made up of stakeholders who persist, are creative, collaborative and are united resourcefully to work towards fulfilling our GCA mission. Our actions below reflect our ongoing work to improve student engagement, anticipating possible challenges with attendance and chronic absenteeism after over a year of distance learning. To increase our students’ sense of safety and connectedness, especially in the midst of a pandemic, will require attention to mental health needs for our students and robust interventions for students who require additional assistance. Through partnerships, field experiences and service-learning, we will ensure their learning is meaningful and relevant to their lives in order to re-engage students whose commitment to school might have been undermined by the long break from in-person instruction. We will leverage the new tools for engaging families developed during the pandemic to build upon our partnership with families and we will support the safety and connectedness of staff, whose lives and work routines have been disrupted by the pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	To be set Y1				96% ADA
Family input in decision-making: % of families who agree that the school allows, seeks, and welcomes their input.	To be set Y1				Increase by 5% annually until 80% is reached then maintain that level
Student Safety & Connectedness: % of students who agree or strongly agree that the school is safe on annual climate survey	To be set Y1				Increase of 2% over baseline each year until reaching 55%

Average level of agreement with connectedness questions on CA Healthy Kids Survey or similar climate survey					
Family safety & connectedness: % of families who agree or strongly agree that campus is a safe place for their child. & Average % of families who agree or strongly agree that school staff treat them with respect, take their concerns seriously, and are helpful to them.	To be set Y1				Increase of 2% over baseline each year until reaching 80%
Staff safety & connectedness Avg level of agreement with staff working environment and collegiality questions on California School Climate Surveys or similar survey	To be set Y1				Increase of 2% annually until reaching 80%

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 develop and sustain 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	\$30,000	[Y]

		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).		
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.	\$80,676 + Additional costs included in 2.a.	[Y]
2.c.	After-school programming	We will begin the initial phase of an after-school program to supplement the educational program and increase student engagement and sense of connectedness.	\$20,000	[Y]
2.d.	Mentorship programming	Working with community agencies that specialize in mentorship of urban students, we will give students opportunities to grow in their empowerment and express their voices with compassion to improve the world around them. Our mentoring program will play an instrumental role in laying the foundation for character development of our GCA students.	\$40,000	[Y]
2.e.	Morning Meetings (Advisory)	At GCA, we know that meaningful relationships with adults are critical for student learning. In our morning meetings, these relationships will act as a Tier 1 support for social emotional & academic needs. These meetings will provide a structure for ongoing healing, creating intentional miniature communities where every student belongs, can feel like a blessing and can engage in healing. Our teachers' comfort/expertise with developing small learning communities and social emotional learning will vary, so over the next three years we will identify resources and tools for this responsive, restorative approach and develop the capacity of teachers to provide an intentional SEL program that fulfills this vision. We will intentionally develop advisory to be a Tier 1 social emotional support as we develop the social-emotional side of our multi-tiered systems of support (MTSS). Tools and strategies from advisory can be incorporated in classes across content areas. Practicing building community in our morning meetings will also increase teachers' capacity to implement Universal Design for Learning in academic settings.	Costs captured 1.b.	[Y]
2.f.	Faculty/Staffing	Attendance Secretary and Student Services Coordinator will be leading efforts to closely connect students' families and home communities to the work of GCA.	Costs captured in 1.c. and 2.b.	[Y]

Goal

Goal #3	Environmental Student Outcomes: crafting a focused, intentional instructional program targeted to grow skills of environmental literacy, dispositions and stewardship.
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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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Course Access & materials to help students grow and develop Environmental Literacy Knowledge & Skills</p> <p>(Content Knowledge, Systems Knowledge, Critical Thinking, & Planning)</p> <p>Students will demonstrate an understanding of systems thinking about the Environmental Principles & Concepts in 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>	To be set Y1				100% of students have access to CCSS and NGSS Standards-aligned curriculum and to the educational program as outlined in the charter petition.
<p>Environmental Dispositions</p> <p>(Social Emotional Learning &</p>	To be set Y1				Students will score higher than norm group in SEL dispositions of efficacy and empathy on CHKS

<p>Connectedness with Nature)</p> <p>Students will demonstrate connectedness with nature.</p> <p>Students will demonstrate social-emotional learning competencies related to the environment.</p>					
<p>Environmental Stewardship Behaviors (Individual & Collective)</p> <p>Students will demonstrate individual stewardship behavior.</p> <p>Students will demonstrate civically engaged stewardship behavior.</p>	To be set Y1				100% of students will receive opportunity to complete for 1 community service project in an academic year
<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>	To be set in Y1				The facility will receive ratings of good on all inspected systems and an overall rating of good.

Actions

Action #	Title	Description	Total Funds	Contributing
3.a.	High-quality, standards-aligned curriculum and instructional materials	At GCA, all of our students will have access to courses and materials to help them grow and develop Environmental Literacy Knowledge & Skills, Environmental Dispositions and Environmental Stewardship behaviors.	Costs are covered in 1.e.	[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 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	\$90,000	[Y]

		extend these field-based learning experiences by developing learning modules using the Environmental Principles & Contexts and the Guidelines for Learning (K-12).		
3.c.	Environmental Education Professional Learning	The administrative team at GCA will set determined outcomes to backwards plan and move strategically from outcomes to teacher practices. This helps delineate priorities for our precious commodity of professional learning time.	Costs captured 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).	\$ 266,500	[N]

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.72%	\$622,529

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

Required Descriptions

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

Goal 1: Improved Student Achievement

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

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

Goal 2: School Culture/Climate

GCA intends to serve students who have struggled academically and have been historically underserved and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, and foster youth would benefit especially from an instructional approach that combines informed best practices with individualized attention through a schoolwide mentoring program. GCA will implement a thoughtful and innovative approach to meeting the academic and ancillary

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

Goal 3: Environmental Literacy, Dispositions and Stewardship Outcomes

GCA is the first school of its kind in the Fresno area. And we are serving a section of the city where systemic inequality and environmental racism have ravaged the community's overall health and well being. We believe it is imperative to keep students connected to their futures in positive ways and to develop students who understand the individual contributions they can make to their families, the local community, and the world beyond. GCA uses the full range of local environments (natural, economic, social, political, and cultural) as the foundation for the study of language arts, mathematics, social studies, science, and other subjects across the curriculum. Another key strategy emphasizes learning through participation in service projects for the school, community, zoo, and environment. Our variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed is key to meeting the academic and social-emotional needs of our low-income students and our English learner populations. At GCA, all of our students will have access to courses and materials to help them grow and develop Environmental Literacy Knowledge & Skills, Environmental Dispositions and Environmental Stewardship behaviors (Action 3.a.) and ultimately, environmentally literate individuals possess a sophisticated set of knowledge, skills, and dispositions that allow them to solve novel environmental problems and determine the best set of actions; they are engaged in civic decision-making and action. Therefore, GCA will use a variety of environmental education resources, including those offered in field-based experiences with local agencies such as the National Park Service, Fish and Wildlife Service, Bureau of Land Management, State Parks Service, local land trusts, fisheries, and other entities that manage natural resources--and areas that low-income students and English learners may not have access to on a regular basis (Action 3.b.). We know our staff needs to be highly-qualified in the area of environmental education so the administrative team at GCA will set determined outcomes to backwards plan and move strategically from outcomes to teacher practices (Action 2.c.). These actions meet needs most associated with these students so we expect that their environmental literacy, environmental dispositions and environmental stewardship behaviors will increase significantly.

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

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

- collecting, disaggregating and visualizing data to monitor equity
- sharing data and collaborating with stakeholders, including teachers, staff, families and colleagues from other ECS schools
- 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 launch our new, aligned and innovative educational model, implement our teacher development system, launch our MTSS, provide targeted professional development for ELD and Special Education, and implement literacy, science and math initiatives. Feedback from families, staff and students will be part of every LCAP action to help us adjust our plans to best meet the needs of our students. Services will be increased through the creation of new positions, including adding a full-time student services coordinator, an attendance secretary, dedicated classroom teaching assistants, literacy mentors and social-emotional mentors and counselors.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,643,553	\$ 123,025	\$ -	\$ 68,412	1,834,990	\$ 1,224,490	\$ 610,500

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	\$ 802,271	\$ -	\$ -	\$ -	\$ 802,271
1	1.b.	Teacher Development System for GCA Bes	All	\$ 7,500	\$ -	\$ -	\$ 7,500	\$ 15,000
1	1.c.	Multi-Tiered Systems of Support	All	\$ 55,920	\$ -	\$ -	\$ -	\$ 55,920
1	1.d.	Special Education Program	All	\$ 264,711	\$ -	\$ -	\$ 60,912	\$ 325,623
1	1.e.	Science, Literacy & Math Initiatives	All	\$ 68,595	\$ 40,405	\$ -	\$ -	\$ 109,000
2	2.a.	Partnerships/Outdoor Education	All	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
2	2.b.	Family Engagement	All	\$ 80,676	\$ -	\$ -	\$ -	\$ 80,676
2	2.c.	After-school Programming	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
2	2.d.	Mentorship programming	All	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
2	2.e.	Morning Meetings (Advisory)	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	2.f.	Faculty/Staffing	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3.a.	High-quality, standards-aligned curriculum	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3.b.	Outdoor Education/Experiential Learning/Pl	All	\$ 90,000	\$ -	\$ -	\$ -	\$ 90,000
3	3.c.	Environmental Education	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3.d.	Sustainable facilities & operations	All	\$ 183,880	\$ 82,620	\$ -	\$ -	\$ 266,500

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,459,673	\$ 1,568,490
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 1,459,673	\$ 1,568,490

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1.a.	GCA Highly Qualified Faculty/Staff	Schoolwide	All	Elementary	\$ 802,271	\$ 802,271
1	1.b.	Teacher Development System for GCA Be	Schoolwide	All	Elementary	\$ 7,500	\$ 15,000
1	1.c.	Multi-Tiered Systems of Support	Schoolwide	All	Elementary	\$ 55,920	\$ 55,920
1	1.d.	Special Education Program	Schoolwide	All	Elementary	\$ 264,711	\$ 325,623
1	1.e.	Science, Literacy & Math Initiatives	Schoolwide	All	Elementary	\$ 68,595	\$ 109,000
2	2.a.	Partnerships/Outdoor Education	Schoolwide	All	Elementary	\$ 30,000	\$ 30,000
2	2.b.	Family Engagement	Schoolwide	All	Elementary	\$ 80,676	\$ 80,676
2	2.c.	After-school Programming	Schoolwide	All	Elementary	\$ 20,000	\$ 20,000
2	2.d.	Mentorship programming	Schoolwide	All	Elementary	\$ 40,000	\$ 40,000
2	2.e.	Morning Meetings (Advisory)	Schoolwide	All	Elementary	\$ -	\$ -
2	2.f.	Faculty/Staffing	Schoolwide	All	Elementary	\$ -	\$ -
3	3.a.	High-quality, standards-aligned curriculum	Schoolwide	All	Elementary	\$ -	\$ -
3	3.b.	Outdoor Education/Experiential Learning/P	Schoolwide	All	Elementary	\$ 90,000	\$ 90,000
3	3.c.	Environmental Education	Schoolwide	All	Elementary	\$ -	\$ -

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, 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 stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

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