

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Charter Academy

CDS Code: 10 62166 0140764

School Year: 2025-26

LEA contact information:

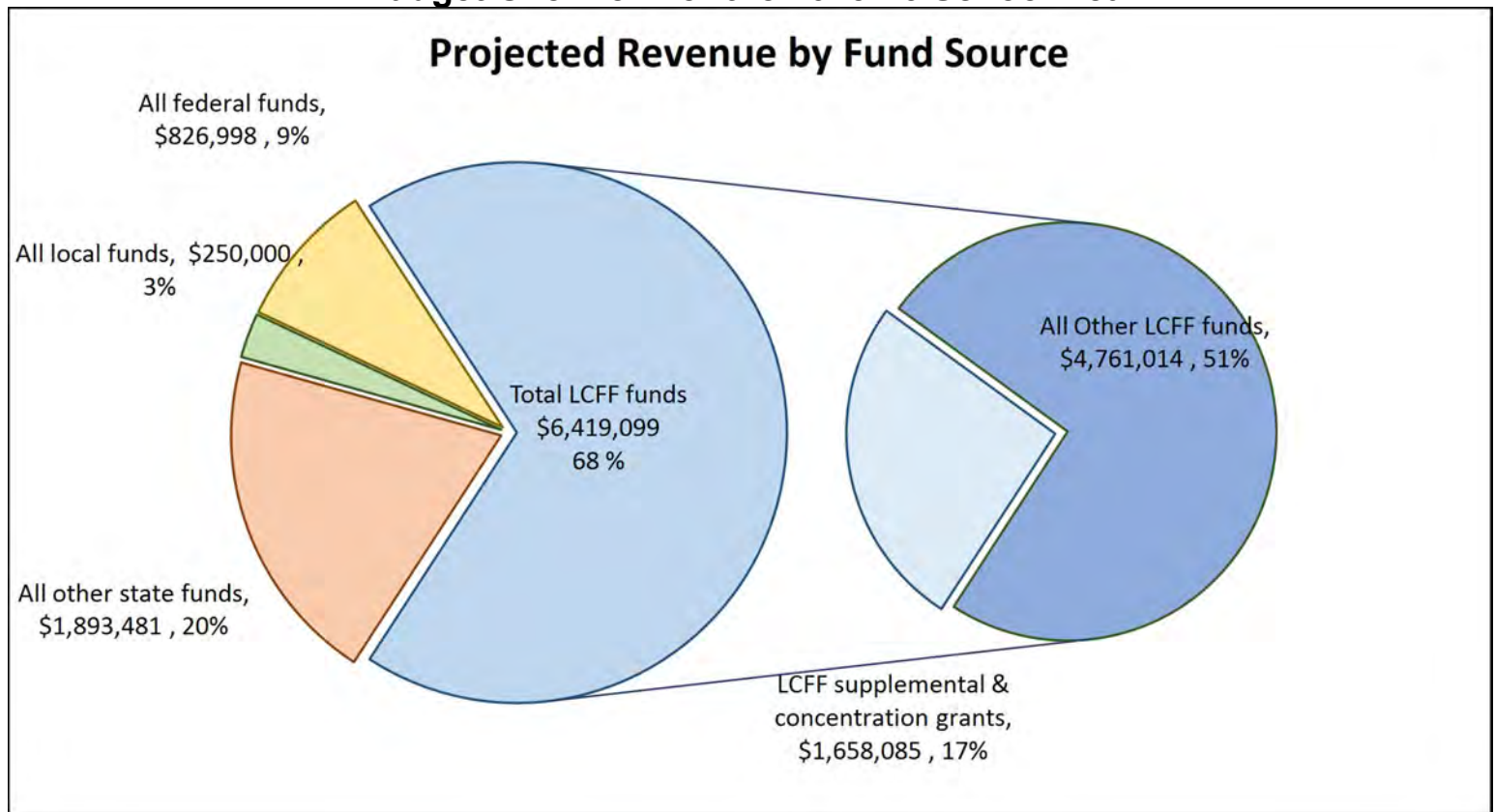
Robert Golden, David Watson, Liana Pellegrino

Founder & CEO, Dean of School, Principal

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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 2025-26 School Year

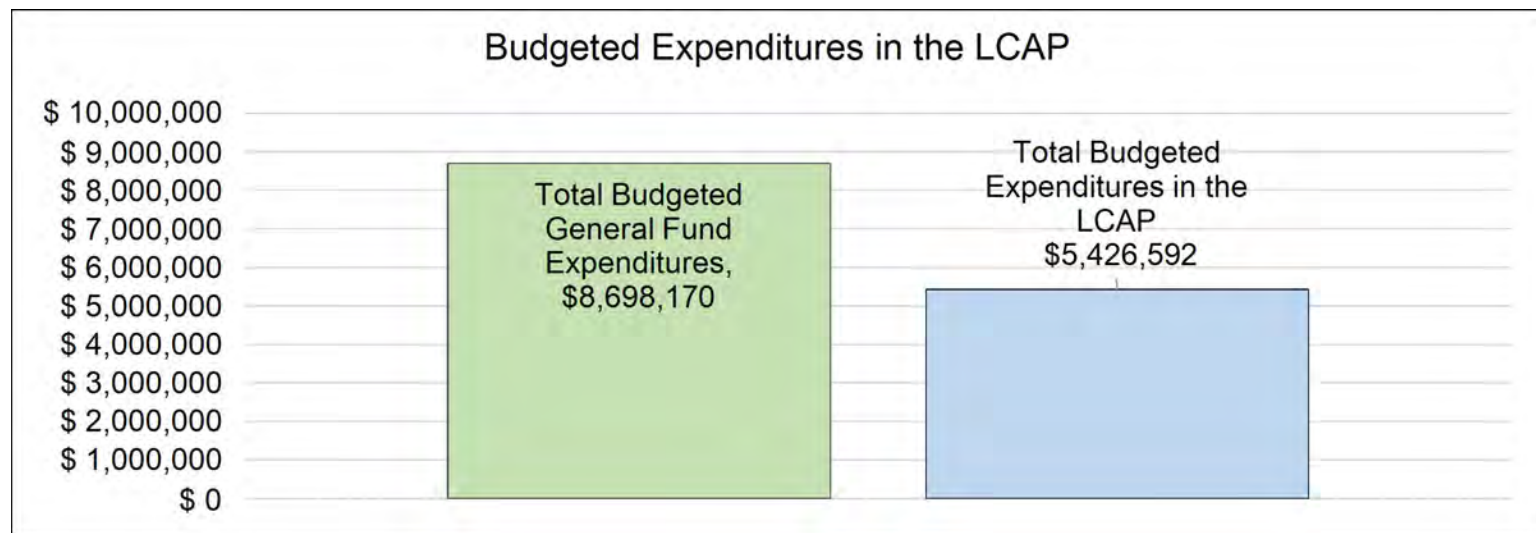


This chart shows the total general purpose revenue Golden Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Charter Academy is \$9,389,578, of which \$6,419,099 is Local Control Funding Formula (LCFF), \$1,893,481 is other state funds, \$250,000 is local funds, and \$826,998 is federal funds. Of the \$6,419,099 in LCFF Funds, \$1,658,085 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 2025-26. 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 \$8,698,170 for the 2025-26 school year. Of that amount, \$5,426,592 is tied to actions/services in the LCAP and \$3,271,578 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

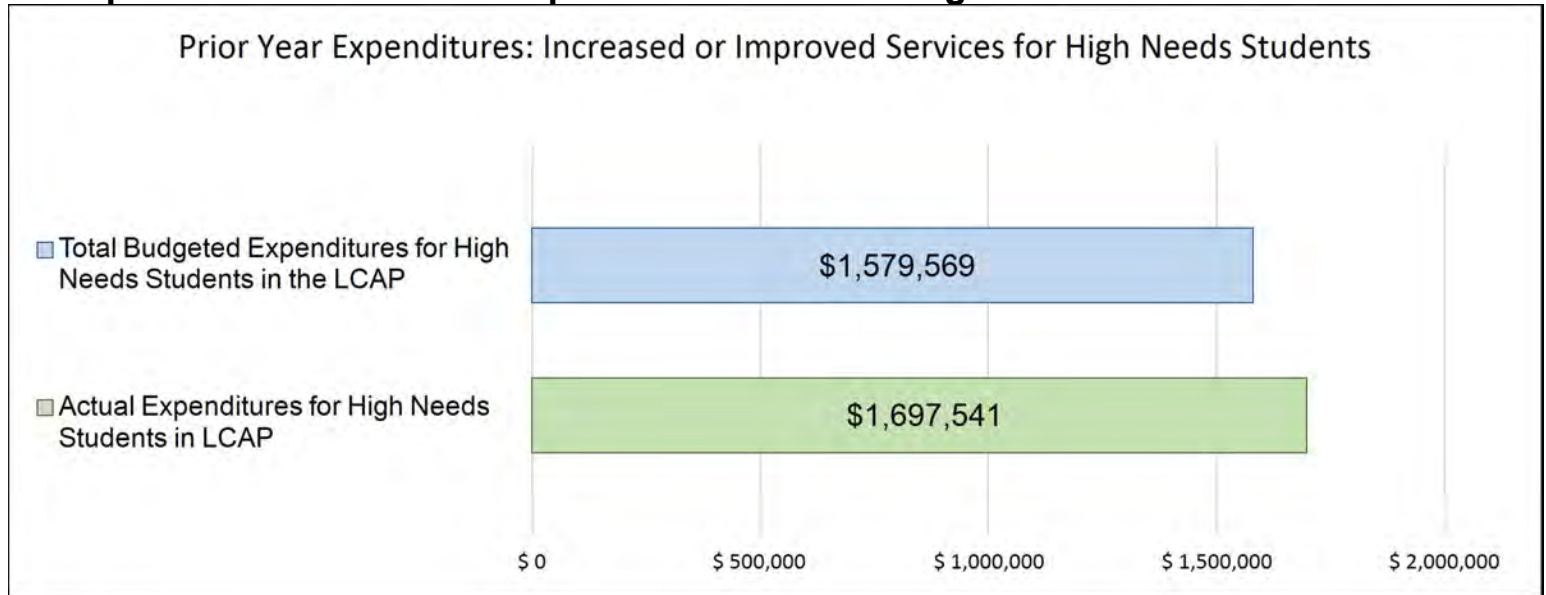
General Fund Budget Expenditures not included in the LCAP for school year 2025/26 consist of the facility, food program, administrative and professional services.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Golden Charter Academy is projecting it will receive \$1,658,085 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 \$1,658,085 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Golden Charter Academy's LCAP budgeted \$1,579,569 for planned actions to increase or improve services for high needs students. Golden Charter Academy actually spent \$1,697,541 for actions to increase or improve services for high needs students in 2024-25.

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	Robert Golden, David Watson, Liana Pellegrino Founder & CEO, Dean of School, Principal	robert@goldencharteracademy.org, d.watson@goldencharteracademy.org, l.pellegrino@goldencharteracademy.org 559-293-3157, 559-293-3157, 559-293-3157

Plan Summary [2025-26]

General Information

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

Golden Charter Academy (GCA) is a public charter school located in Fresno, California, serving students in transitional kindergarten through grade 7, and expanding to serve 8th grade in the 2026–2027 school year. GCA provides a rigorous, inclusive, and innovative educational program grounded in environmental exploration, academic excellence, and leadership development. The school serves a diverse student population, with approximately 91% of scholars qualifying for free or reduced-price lunch and 13% receiving specialized support through special education services. GCA also supports a small population of multilingual learners, with the number of students classified as English learners declining from five to two across the 2022–2023, 2023–2024, and 2024–2025 school years, reflecting successful reclassification efforts and targeted language development support. Additionally, GCA serves a total of four foster and homeless youth scholars, ensuring they receive access to equitable academic, social-emotional, and community-based supports.

GCA is committed to fostering an inclusive learning environment that reflects the diversity of its students and addresses the academic and social-emotional needs of all learners. Staff members bring a range of professional expertise and cultural backgrounds that mirror and support the school community. Equity, stewardship, and access are foundational values that guide instructional practices, family engagement, and schoolwide systems of support.

The school's academic model integrates Common Core State Standards, Next Generation Science Standards (NGSS), and North American Association for Environmental Education (NAAEE) Guidelines. Instruction is supported through grade-level instructional playbooks that promote curriculum alignment, cross-curricular integration, and consistency across classrooms. Weekly teacher collaboration, coupled with

an expanding instructional coaching team—including the addition of a new coach in the 2025–2026 school year—supports ongoing professional development and ensures high-quality instruction for all students.

GCA's Multi-Tiered System of Supports (MTSS) continues to evolve, with a strong emphasis on Tier 1 instruction and the ongoing development of Tier 2 and Tier 3 academic and behavioral interventions. The school employs two full-time credentialed school counselors who provide direct services and social-emotional support, and for scholars requiring more intensive, individualized care, GCA partners with external mental health and community-based service providers to deliver Tier 3 interventions to scholars. Additionally, the school will begin utilizing the DeansList platform in the 2024 - 2025 school year to streamline student data management, track behavioral and academic trends, support intervention planning, and facilitate timely family communication. These tools and services strengthen data-informed decision-making and promote collaborative coordination among instructional, counseling, and administrative teams.

To foster a safe and supportive school culture, GCA implements a Positive Behavior Interventions and Supports (PBIS) framework rooted in its core behavioral expectations: the GOLDEN Rules—Give Respect, Obligation, Love Learning, Dedication, Elevate, and Never Quit. These expectations are explicitly taught and reinforced schoolwide, promoting a culture of excellence, perseverance, and mutual respect.

Environmental education is central to GCA's place-based learning model. Through its Community Schools designation and partnerships with local organizations, including the Fresno Chaffee Zoo, GCA scholars participate in weekly field-based learning experiences that directly support the Environmental Student Outcomes (ESO) Pillars: Knowledge, Competencies, Dispositions, and Behaviors. In the 2024–2025 school year, GCA appointed its first Field Ranger Coordinator to serve as a liaison between the school and its community partners. The coordinator supports the planning, supervision, and alignment of field experiences with academic goals. Data collection on student participation and learning outcomes will be expanded in the 2025–2026 school year to evaluate the instructional impact of these experiences.

Additionally, each GCA classroom is named after a college or university, creating early exposure to postsecondary pathways and promoting a college- and career-ready culture. This design encourages students to develop a future-focused academic identity and aligns with LCAP priorities related to closing opportunity gaps and improving long-term student outcomes.

Whether through interdisciplinary projects, environmental capstones, or student-led civic action, GCA scholars are engaged in learning that is rigorous, relevant, and rooted in real-world contexts. The 2025–2026 school year marks another step forward in GCA's vision to redefine public education by cultivating critical thinkers, engaged citizens, and environmental stewards prepared to make meaningful contributions to their communities and beyond.

Reflections: Annual Performance

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

Golden Charter Academy's instructional model—centered on academic rigor, environmental exploration, and leadership development—continues to drive both innovation and measurable outcomes. The systems, supports, and instructional practices described in the General Information section have translated into significant academic progress, especially among students with sustained enrollment. Through aligned curriculum planning, the use of high-quality instructional materials, weekly collaboration, and targeted interventions, GCA has

strengthened its capacity to meet the diverse needs of its student population. This progress is evident in both local and state assessment data, which reveal positive trends and inform priorities for the upcoming LCAP cycle.

Golden Charter Academy (GCA) utilizes the NWEA MAP assessment system and California state testing data (CAASPP and CAST) to monitor academic progress, guide instruction, and identify areas for support. Over the past three years, these data have shown consistent academic growth among students with sustained enrollment, while also highlighting challenges related to new student onboarding and baseline academic readiness.

In reading, NWEA MAP results from Spring 2023 to Spring 2024 showed meaningful gains. The percentage of students performing at or above the “Ready” and “Exceeding” levels rose from 15.45% to 25.32%, while the percentage scoring “Far Below” dropped significantly from 41.77% to 22.03%. This reflects the positive impact of strengthened Tier 1 instructional practices and aligned curriculum supports. However, in Spring 2025, the percentage of students scoring “Far Below” increased to 32.91%, and the top performance tier remained relatively flat at 25.22%. This shift is largely attributed to the academic profiles of newly enrolled students, many of whom entered significantly below grade level and required intensive intervention.

A similar trend occurred in math. Between Spring 2023 and Spring 2024, the percentage of students scoring “Exceeding” increased from 10.26% to 18.03%, while the “Far Below” group decreased from 41.03% to 22.95%. These gains were supported by the adoption of math pacing tools, lesson internalization protocols, and dedicated instructional coaching. In Spring 2025, however, the “Far Below” category rose to 32.53%, and the percentage of students in the top two tiers declined to 27.71%, again reflecting the impact of newly enrolled students who had not yet experienced the full benefit of GCA’s instructional model.

State testing results from the 2023–2024 school year support these findings. In English Language Arts (CAASPP), 44% of students met or exceeded the standard in both 2023 and 2024, while 33% did not meet the standard in either year. This consistency suggests that while foundational literacy supports are effective for continuing students, additional interventions are necessary to accelerate progress for new enrollees. In math, the percentage of students exceeding the standard rose slightly from 15% to 16%, and the percentage not meeting the standard decreased from 43% to 42%, reflecting early progress in response to targeted instructional efforts.

Science performance, as measured by the California Science Test (CAST), remained steady. The percentage of students exceeding the standard increased slightly from 9.03% in 2023 to 9.41% in 2024, while the percentage of students meeting or exceeding the standard overall remained consistent at approximately 29.6%. These results reflect the continued strength of GCA’s NGSS-aligned curriculum and the integration of place-based learning experiences, including environmental fieldwork and zoo immersion. Taken together, these data affirm GCA’s instructional approach and reinforce the importance of continued investment in onboarding supports, data-driven instruction, and differentiated interventions to ensure all students—especially those new to the school—have access to high-quality learning experiences that lead to academic success. As GCA enters the 2025–2026 school year, these insights will guide refinements to curriculum planning, professional development, and student support systems.

Family engagement and community connection continues to be our strength, with a consistent offering of events designed to inform families, showcase student learning, and build community. This year, we had at least 80% participation for multiple school - wide events including grade - level presentations of learning, beginning of year orientation, family conferences. Most notably, we had a total of 391 families attend their grade level presentations of learning either on campus or off campus across the 24 - 25 school year. Additionally, deeper collaboration between the attendance team and school counselors contributed to mitigating chronic absenteeism through targeted, personalized outreach. Across the 2024–2025 school year, GCA maintained an average daily attendance (ADA) rate of 89%, with early learning periods (LP1–LP2) achieving slightly higher rates of 91–92%. However, a gradual decline occurred during the mid-to-late school year, with some periods, such

as LP8 and LP11, dipping to 87% and 86% respectively. In response, the school increased its SART (School Attendance Review Team) interventions and implemented regular case reviews, most notably holding meetings on April 28 and May 31, 2025. This proactive and collaborative approach supported more consistent attendance habits among at-risk students, particularly those facing socio-emotional or environmental barriers to regular school participation.

A review of local student support data and progress monitoring systems indicates that Golden Charter Academy continues to make measurable progress in the implementation of a Multi-Tiered System of Supports (MTSS). During the 2024–25 academic year, the school prioritized high-quality Tier 1 instruction while expanding access to Tier 2 and Tier 3 interventions. The school employed three full-time credentialed school counselors who delivered direct social-emotional support services to the school’s full enrollment of over 400 students. Based on internal tracking and needs assessments, a total of 344 scholars received targeted MTSS supports across Tiers 1, 2, and 3. Of these, 24 students received Tier 3 interventions requiring intensive, individualized support. Golden Charter Academy partnered with licensed mental health providers and community-based agencies to deliver these services in accordance with applicable education and privacy regulations. The school’s MTSS framework remains a key strategy to address student needs and ensure equitable access to academic and behavioral supports. In response to an increase in the number of students requiring specialized support, GCA expanded its team of Education Specialists to ensure compliance with Individualized Education Program (IEP) mandates and to provide more targeted academic interventions. Simultaneously, the school adjusted its counseling staff from three full-time credentialed counselors to two. This decision aligns with the American School Counselor Association’s (ASCA) recommended student-to-counselor ratio of 250:1, based on current enrollment levels. This staffing structure ensures that both academic and social-emotional needs are met effectively while maintaining manageable caseloads that support individualized services for all scholars.

Golden Charter Academy administered both the California School Staff Survey (CSSS) and the California Healthy Kids Survey (CHKS) during the 2023–2024 and 2024–2025 school years to assess school climate and stakeholder perceptions. Staff results remained positive overall, with 91% of 2024–25 respondents indicating that the school provides a safe and supportive environment—up from 81% the previous year. Staff also reported strong alignment with GCA’s mission, increased use of data to inform decision-making, and greater cultural and linguistic responsiveness.

Student CHKS results, though limited due to low participation in both years (fewer than 15 students), revealed similarly positive trends. In 2024–25, 86% of student respondents felt connected to peers, and 79% felt safe and supported by adults on campus—slight increases from 2023–24. Students also noted strong relationships with staff, though some indicated inconsistent perceptions of physical safety and classroom engagement. GCA will strengthen internal and family-facing communication regarding the importance of these surveys, including more timely and consistent collection of parent permission slips as well as a user friendly data collection system (PARSEC), to ensure a more representative and actionable dataset in future years. These efforts will better inform strategies to support student and staff wellness, school climate, and continuous improvement.

Reflections: Technical Assistance

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

N/A

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

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Golden Charter Academy gathers student feedback through surveys administered at multiple points throughout the school year to inform decisions related to instructional quality, school culture, and enrichment opportunities. These surveys provide valuable insight into students' academic experiences, perceptions of safety and belonging, and engagement in place-based learning and extracurricular programs, ensuring student voice is centered in continuous improvement efforts.
Parents	GCA utilizes surveys and pridelands family meetings continuously throughout the year to garner family input regarding educational and school culture initiatives. The school assembles a family advisory board to develop support programs that support student achievement and school engagement. Two times per year, GCA offers family conferences where families meet with students' instructional team to discuss academic progress and support.
Community-based partners	GCA works with 28 different community partners that offer field experiences to support academic content goals and programs like mental health care, healthy food access, tutoring, teacher support and after-school extracurricular offerings. GCA meets monthly with core content partners, like the Fresno Chaffee Zoo to build collaboration. Additionally, GCA will continue to have our Field Ranger Coordinator serve as the liaison between GCA administration and community partners to plan, attend, and facilitate collection of data on field experiences.

Educational Partner(s)	Process for Engagement
Teachers	Golden Charter Academy teachers actively contribute to the school's continuous improvement efforts, including the development of the Local Control and Accountability Plan (LCAP). Feedback is gathered through formal surveys, focus groups, and structured feedback protocols during collaborative planning time (CPT), coaching sessions, and instructional planning meetings. Teachers provide input on curriculum fidelity, instructional quality, student engagement, and professional development needs. Their voices directly inform schoolwide academic priorities, tiered supports, and the integration of place-based and culturally responsive practices.
Principal	The school principal actively seeks input from stakeholders and uses a distributed leadership model to foster shared decision-making and continuous improvement. Regular principal-teacher check-ins, family engagement sessions, and administrative leadership team meetings inform the school's strategic goals. The principal also participates in coaching and external partnerships to refine instructional vision, monitor progress toward school-wide outcomes, and ensure alignment with GCA's mission and core values of Equity, Stewardship, and Access.
Administrators	Golden Charter Academy administrators—including department leads, coaches, and operations staff—collaborate through cross-functional meetings, surveys, and data reviews to shape school priorities. Administrators play a critical role in monitoring the implementation of MTSS, school safety protocols, and compliance systems, while also supporting staff development and onboarding processes. Their feedback directly informs updates to the academic playbook, evaluation frameworks, and operational practices to ensure a supportive and high-functioning learning environment.
Other School Personnel	Classified staff and support personnel such as aides, custodians, food service workers, and front office staff are integral to GCA's school culture and climate. Their perspectives are gathered through staff meetings, climate surveys, and informal feedback channels to improve daily operations and student experience. These team members contribute to school safety, wellness, and belonging initiatives, and are regularly included in professional development opportunities tied to cultural responsiveness and trauma-informed practices.

Educational Partner(s)	Process for Engagement
Governing Board	<p>Golden Charter Academy engaged educational partners through multiple opportunities for input and feedback in the development of the 2025–2026 LCAP.</p> <p>Educational Partner Engagement Dates</p> <ul style="list-style-type: none"> • Family Action Board (FAB): May 20, 2025 • Staff Feedback Session: July 28, 2025 • Governing Board Adoption: June 24, 2025 • Scheduled Governing Board Adoption (Pending Final Approval): August 28, 2025 <p>Feedback from these engagements informed revisions to goals, actions, and expenditures reflected in the final LCAP.</p>

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

Golden Charter Academy (GCA) relies on meaningful engagement with educational partners at the local, state, and national levels. These engagement efforts are continuously refined through the Local Control and Accountability Plan (LCAP) development process and GCA's charter renewal and authorization work. Throughout the year, GCA strategically gathers input to align resources and programming with the needs and priorities of its learning community.

GCA regularly solicits student voice through targeted surveys that capture feedback on instructional quality, extracurricular activities, and place-based learning experiences. These insights help assess the impact of programs on student engagement, safety, and belonging. Student feedback on enrichment offerings and environmental learning contributed to the expansion of field-based programming and science partnerships in the adopted LCAP.

Parents participate in multiple engagement opportunities throughout the school year. GCA hosts parent-teacher conferences two times a year, and distributes schoolwide surveys to gather perspectives on academic programs, student support services, and campus culture. A Parent Advisory Council also contributes to shaping schoolwide priorities and developing programs to support student success. Feedback collected during quarter two through quarter four to refine LCAP goals and actions for the 2024–2025 school year. Specifically, parents' requests for increased literacy intervention and expanded after-school options led to additional investments in small-group reading support and new extracurricular partnerships reflected in Goal 2 and Goal 3.

Teachers and classified staff provided structured input during Q2 and Q3 through staff meetings, targeted surveys, and feedback sessions. These opportunities allowed educators to contribute insights regarding instructional needs, professional development, curriculum fidelity, and student interventions. Their feedback directly influenced the addition of teacher collaboration time, planning protocols, and expanded

professional learning opportunities in the adopted LCAP under Goal 1. Teachers also played a critical role in data analysis and program design through PLCs and instructional planning meetings.

GCA administrators, including instructional leaders and operations staff, engage in regular data reviews, coaching cycles, and leadership planning meetings. They support the refinement of MTSS, evaluate program efficacy, and guide strategic resource planning. Administrators also lead engagement efforts with external partners and advisory bodies, ensuring that internal perspectives are reflected in schoolwide decisions. Administrator feedback helped shape monitoring systems and resource allocations that were adopted under revised Goal 4 metrics to better track program outcomes.

Classified personnel—including instructional aides, custodial staff, and front office teams—were invited to participate in feedback sessions during staff meetings and through all-staff surveys. Their perspectives on school operations, student safety, and campus climate helped identify operational and wellness priorities for the upcoming year. As a result, additional funding was allocated in the adopted LCAP to improve supervision coverage and integrate SEL supports into daily routines under Goal 3.

GCA maintains partnerships with 28 community-based organizations that support field learning, mental health care, literacy tutoring, and after-school programming. Founding partners such as the Fresno Chaffee Zoo participate in quarterly feedback and planning meetings. These partners help shape resource allocations, instructional priorities, and stewardship-based programming. Partner input helped expand environmental learning outcomes and literacy services, which are embedded in revised action steps under Goals 1 and 2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	GCA students will develop skills to be expert learners—thinking critically & in systems.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

<p>Students will demonstrate an understanding of systems thinking about the Environmental Principles & Concepts in the context of grade level content and projects. Students will demonstrate critical thinking to analyze environmental issues and plan to take informed action.</p> <p>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.</p> <p>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.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>English Language Arts Performance</p> <p>CAASPP English Language Arts (3rd-8th)</p> <ul style="list-style-type: none"> Met/Exceeded Avg Distance from Meeting Standard (DFS) <p>NWEA Growth Reading (K-8)</p> <ul style="list-style-type: none"> Growth Achievement <p>ELPAC Performance</p> <ul style="list-style-type: none"> Percentage of English Learners who make progress on ELPAC 	<p>2024 CAASPP ELA Performance</p> <ul style="list-style-type: none"> 3rd: Met/Exceeded: 17.02% 4th: DFS: -94 5th: Met/Exceeded:19.57% DFS: -105 Met/Exceeded:31.91% DFS: - 58 <p>NWEA MAP Reading Spring - ELA Performance</p> <p>Kindergarten: 57%</p> <p>1st Grade: 26%</p> <p>2nd Grade: 18%</p> <p>3rd Grade: 24%</p> <p>4th Grade: 11%</p> <p>5th Grade: 19%</p> <p>Spring 2024 Summative ELPAC</p> <ul style="list-style-type: none"> 0% <p>Data Year: 2023/2024</p> <p>Data Source: California School Dashboard and Local Data</p>	<p>2025 CAASPP - ELA</p> <p>Met/Exceeded Performance</p> <p>3rd Grade: Met/Exceeded: 31.41%</p> <p>DFS: -74</p> <p>4th Grade: Met/Exceeded: 14.28%</p> <p>DFS: -101</p> <p>5th Grade: Met/Exceeded:23.81%</p> <p>DFS: -83</p> <p>6th Grade: 9.8%</p> <p>Met/Exceeded: DFS: -110</p> <p>NWEA MAP ELA Performance (Spring 2025)</p> <p>Kindergarten: 53%</p> <p>1st Grade: 27%</p> <p>2nd Grade: 28%</p> <p>3rd Grade: 29%</p> <p>4th Grade: 19%</p> <p>5th Grade: 18%</p> <p>6th Grade: 15%</p> <p>Spring 2025 Summative ELPAC</p> <ul style="list-style-type: none"> 50% 		<p>2026 CAASPP - ELA</p> <p>Met/Exceeded Performance</p> <p>3rd Grade: Met/Exceeded: 33.41%</p> <p>DFS: -71</p> <p>4th Grade: Met/Exceeded: 16.28%</p> <p>DFS: -98</p> <p>5th Grade: Met/Exceeded:25.81%</p> <p>DFS: -81</p> <p>6th Grade: 11.8%</p> <p>Met/Exceeded: DFS: -108</p> <p>NWEA MAP ELA Performance (Spring 2025)</p> <p>Kindergarten: 55%</p> <p>1st Grade: 29%</p> <p>2nd Grade: 30%</p> <p>3rd Grade: 31%</p> <p>4th Grade: 21%</p> <p>5th Grade: 21%</p> <p>6th Grade: 17%</p> <p>Spring 2025 Summative ELPAC</p> <ul style="list-style-type: none"> 52% 	<p>2025 CAASPP - ELA</p> <p>Met/Exceeded Performance Change</p> <p>3rd Grade: Met/Exceeded: +14.41%</p> <p>DFS Change: +20 points</p> <p>4th Grade: Met/Exceeded: - 5.29%</p> <p>DFS Change: +4 points</p> <p>5th Grade: Met/Exceeded - 8.1%</p> <p>DFS Change: -25 points</p> <p>6th Grade: N/A</p> <p>NWEA MAP Spring 2024 - ELA Performance Change</p> <p>Kindergarten: -4%</p> <p>1st Grade: +1%</p> <p>2nd Grade: +10%</p> <p>3rd Grade: +5%</p> <p>4th Grade: +8%</p> <p>5th Grade: -1%</p> <p>6th: N/A</p> <p>Spring 2025</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024/2025 Data Sources: TOMS, California School Dashboard, and Local Data		Data Year: 2025/2026 Data Sources: TOMS, California School Dashboard, and Local Data	Summative ELPAC • 50%
1.2	<p>Mathematics Performance</p> <p>CAASPP Math (3rd-8th)</p> <ul style="list-style-type: none"> Met/Exceeded Avg Distance from Meeting Standard (DFS) <p>NWEA Growth Math (K-8)</p> <ul style="list-style-type: none"> Growth Achievement 	<p>Spring 2024 CAASPP Math Met/Exceeded Performance</p> <ul style="list-style-type: none"> 5th: Met/Exceeded 0% DFS: -120.11 4th: Met/Exceeded 23.92% DFS: -121.54 3rd: Met/Exceeded: 7.02% DFS: -71.57 <p>NWEA MAP Spring 2024 - Math Performance</p> <p>Kindergarten: 56% 1st Grade: 36% 2nd Grade: 27% 3rd Grade: 22% 4th Grade: 7% 5th Grade: 7%</p> <p>Data Year: 2023/2024 Data Source: California School Dashboard and</p>	<p>2025 CAASPP - Math Met/Exceeded Performance</p> <p>3rd Grade: Met/Exceeded 19.23% DFS: -57.35</p> <p>4th Grade: Met/Exceeded: 4.08% DFS: -97.41</p> <p>5th Grade: Met/Exceeded: 9.52% DFS: -105.07</p> <p>NWEA Map - Math Met/Exceeded Performance (Spring 2025)</p> <p>Kindergarten: 64% 1st Grade: 40% 2nd Grade: 46% 3rd Grade: 28% 4th Grade: 9% 5th Grade: 8%</p>		<p>2026 CAASPP - Math Met/Exceeded Performance</p> <p>3rd Grade: Met/Exceeded 21.23% DFS: -53.35</p> <p>4th Grade: Met/Exceeded: 6.08% DFS: -95.41</p> <p>5th Grade: Met/Exceeded: 11.52% DFS: -103.07</p> <p>NWEA Map - Math Met/Exceeded Performance (Spring 2026)</p> <p>Kindergarten: 66% 1st Grade: 42% 2nd Grade: 48% 3rd Grade: 30% 4th Grade: 11% 5th Grade: 10%</p>	<p>2025 CAASPP - Math Met/Exceeded Performance Change</p> <p>3rd Grade: Met/Exceeded Change: +12.21% DFS Change: +14.22 points</p> <p>4th Grade: Met/Exceeded Change: -19.84% DFS Change: +24.13 points</p> <p>5th Grade Met/Exceeded Change: +9.52% DFS Change: +15.04 points</p> <p>NWEA MAP Spring 2025 - Math Performance Change</p> <p>Kindergarten: +8% 1st Grade: +4%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Data	6th Grade: 7% Data Year: 2024/2025 Data Source: California School Dashboard and Local Data		6th Grade: 9% Data Year: 2025/2026 Data Source: California School Dashboard and Local Data	2nd Grade: +19% 3rd Grade: +6% 4th Grade: +2% 5th Grade: 1%
1.3	Science Performance CAST Science (3rd-8th) <ul style="list-style-type: none"> Met/Exceeded NWEA Growth Science (2-8) <ul style="list-style-type: none"> Growth Achievement 	2024 CAST Science (5th): Met/Exceeded: 29.7% 2024 NWEA Growth Science (2-8): 2nd: N/A, not tested 3rd: 24% 4th: 24% 5th: 24% 6th: N/A, grade not offered yet Data Year: 2023/2024 Data Source: California School Dashboard and Local Data	2024 CAST Science (5th): Met/Exceeded 9.3% 2025 NWEA Growth Science (2-8): 2nd: 43% 3rd: 16% 4th: 14% 5th: 16% 6th: 13% Data Year: 2024/2025 Data Source: California School Dashboard and Local Data		2026 CAST Science (5th): Met/Exceeded 11.3% 2026 NWEA Growth Science (2-8): 2nd: 45% 3rd: 18% 4th: 16% 5th: 18% 6th: 15% Data Year: 2025/2026 Data Source: California School Dashboard and Local Data	2025 CAST Science Change: Met/Exceeded - 20.4% 2025 NWEA Growth Change 2nd: Available in 2025/2026 3rd: - 8% 4th: - 6% 5th: - 6% 6th: Available in 2025/2026

Goal Analysis [2024-25]

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

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

Golden Charter Academy (GCA) fully implemented the planned actions outlined under Goal 1 during the 2023–24 school year. In alignment with LCAP best practices, implementation was closely monitored through both qualitative and quantitative data collection processes, including formative teacher feedback, benchmark assessment cycles, and walkthrough observations. GCA successfully executed its instructional improvement plan, including the full integration of NWEA MAP benchmark assessments, curriculum-aligned pacing tools, internalization protocols, and expanded instructional coaching through its partnership with Instruction Partners. Teachers received targeted professional learning on Universal Design for Learning (UDL), Tier 1 best practices, and data-driven decision-making.

In keeping with the state’s emphasis on continuous improvement and real-time data use, GCA launched an internal data dashboard to support progress monitoring and instructional responsiveness. Interim assessments were also developed and administered in Grades 3–6, ensuring instructional alignment with SBAC expectations.

A significant success was the consistent academic growth among students with sustained enrollment. However, a key implementation challenge emerged with the onboarding of new students. Many entered significantly below grade level, and despite receiving diagnostic assessments and targeted interventions, this group contributed to an increase in students scoring “Far Below” on the Spring 2025 MAP assessments (ELA increased from 22.03% to 32.91%; math increased from 22.95% to 32.53%). These results reinforce the importance of differentiating instructional entry points and strengthening Tier 2 and 3 supports—especially for new students—consistent with best practice guidance on meeting the needs of student subgroups with the greatest academic disparities.

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.

GCA increased supports for teacher development and MTSS through additional support from LCFF funding and state and federal grants.

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

The specific actions implemented under Goal 1 were effective in producing measurable improvements in academic achievement for students with sustained enrollment, as evidenced by multiple data sources. Between Spring 2023 and Spring 2024, NWEA MAP reading scores showed a marked increase in students scoring “Ready” or “Exceeding” (from 15.45% to 25.32%), alongside a significant decrease in the “Far Below” category (from 41.77% to 22.03%). Math outcomes demonstrated a similar trajectory, with students scoring “Exceeding” increasing from 10.26% to 18.03%, and those “Far Below” decreasing by nearly 20 percentage points. These outcomes reflect the strength of GCA’s Tier 1 instructional redesign and targeted coaching supports.

However, MAP scores from Spring 2025 revealed a regression in both ELA and math proficiency for newly enrolled students, underscoring a gap between sustained and short-term enrollees. This reinforces LCAP guidance around disaggregating data and evaluating program effectiveness across student subgroups to identify differential impact.

State assessment results confirmed these trends. CAASPP scores in ELA remained steady, with 44% of students meeting or exceeding standards in both 2023 and 2024. In math, there was modest progress (students exceeding standards increased from 15% to 16%, and those not meeting standards decreased from 43% to 42%). CAST science scores remained stable with approximately 29.6% of students meeting or exceeding standards, and a slight increase in the “Exceeding” category from 9.03% to 9.41%, affirming the strength of GCA’s NGSS-aligned and place-based learning approach.

Overall, actions have been effective for students who consistently engage in the school’s model. However, persistent gaps for new enrollees—particularly low-income students, English Learners, and students with disabilities—highlight the need to embed equity-driven strategies that account for prior opportunity gaps, consistent with the state’s equity lens.

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

No planned actions were implemented in a manner that differed substantively from how it was described in the adopted LCAP

Based on a comprehensive review of outcome data, implementation insights, and stakeholder input, Golden Charter Academy has identified several key refinements to Goal 1 for the 2025–26 academic year. These adjustments reflect the school’s commitment to continuous improvement and align with LCAP best practices emphasizing equity, responsiveness, and measurable progress toward goals.

To improve academic outcomes in mathematics—particularly for students in Grades 3 through 7—GCA will continue grade-specific growth targets aligned to MAP RIT bands and SBAC claims. These internal benchmarks will be integrated into instructional coaching cycles and progress monitoring protocols to ensure that teachers receive timely, data-informed feedback that supports student achievement. In tandem with this effort, instructional time and intervention blocks for math will be expanded. Small-group structures and push-in supports will be prioritized for students performing in the “Far Below” range to increase access to targeted instruction. Additionally, this practice will be included for our English Language Arts.

Recognizing the performance gaps associated with newly enrolled students, GCA will also implement an enhanced onboarding structure. This process will include initial diagnostic assessments and orientation to schoolwide instructional expectations. These efforts are designed to ensure that all new students—regardless of entry point—receive equitable access to the school’s instructional model and academic resources.

In addition, the school will increase both horizontal and vertical collaboration time to promote alignment across grade levels in instructional strategies, scaffolding practices, and formative assessment use. This expansion will help ensure that teachers work collectively to meet the diverse learning needs of students and close achievement gaps.

To further address disparities in academic outcomes, GCA will refine its Multi-Tiered System of Supports (MTSS) with a specific emphasis on early identification and intervention for historically underserved student groups, including English Learners, students with disabilities, and low-income scholars. These updates will include modifications to screening tools, progress monitoring timelines, and intervention matching processes to improve responsiveness and impact.

Finally, professional learning for the coming year will focus on deepening teacher capacity in assessment literacy, Universal Design for Learning (UDL), and evidence-based math instructional practices. These adjustments are grounded in the school's long-term vision of creating inclusive, high-quality learning environments that support expert learner development and close opportunity gaps. By implementing these refinements, GCA is reinforcing its commitment to ensuring that every student—regardless of enrollment timing—has access to rigorous, responsive, and engaging instruction that promotes academic success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	\$1,850,174.00	No
1.2	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. Throughout this new cycle, we will refine our best practices, examine how we prioritize standards, deepen instructional practice around those standards, and refine 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.	\$387,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Multi-Tiered Systems of Support	In 2024-25, the student services team: three school counselors, two behavior technicians, a school psychologist, and instructional leadership team will lead the initial phase of tiered support services across campuses. This team will evaluate adding partners for developing, delivering, and refinement of MTSS structures and strategies. 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, learning guides, after-school staff and administrators to improve attendance and discipline referral outcomes in addition to improving student experience with campus and community. Additionally, the attendance secretary position is shifting toward a Student Welfare & Attendance Coordinator to support school-family collaboration and engagement with school. This position will work closely with the MTSS team and community schools coordinator to ensure partnership and support from home to school is strong. Key Enhancements for 2025–26: School-wide MTSS training for instructional and support staff; Systematized PBIS strategies integrated into Tier 1 behavior supports; Increased focus on interventions in upper grades; Expanded role of the Student Services Coordinator in coordinating MTSS across all tiers; Continued progress monitoring using NWEA and interim assessments.	\$1,142,692.00	Yes
1.4	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 our two full-time educational specialists, dean of student services, and paraprofessionals 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. Key Enhancements for 2025–26: Expansion of professional development for special education staff and general education teachers; strengthening IEP compliance and progress monitoring systems; increased collaboration time between general and special education teams; deeper integration of	\$433,840.00	Yes

Action #	Title	Description	Total Funds	Contributing
		special education within the MTSS and PBIS frameworks; ongoing partnership with FCSS Charter SELPA to ensure service fidelity and legal compliance.		
1.5	High-quality, standards-aligned curriculum and instructional materials	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.	\$28,100.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	GCA students will feel inspired, connected to place & that they have the ability to make a difference for their families and communities. These are the students who have the power to make and be the change for more equitable, sustainable and accessible spaces.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students will demonstrate a connectedness with nature in the context of field experiences that support the context of grade level content and projects. Students will learn skills to demonstrate empathy to themselves, their communities and their planet, and through their work and time at GCA, truly develop a sense of belonging and the tools to be autonomous, self-efficacious changemakers for their communities.

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. 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.

Chronic absenteeism of low-income students of color struggling most within GCA 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 since opening and is restructuring student services and attendance positions to focus more on the effective interventions in getting students to school or in some cases school to students.

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance School Pathways Attendance Reports	24-25 Average Daily Attendance: 89.53% (90% goal, -0.47%) <ul style="list-style-type: none"> TK: 87.15% (-2.85) K: 90.85% (+0.85) 1st: 88.76% (-1.24) 2nd: 90.01% (+0.01) 3rd: 90.46% (+0.46) 4th: 89.04% (-0.96) 5th: 89.67% (-0.33) Data Year: 2023/2024 Data Source: School Pathways Attendance	Average Daily Attendance 89% (90% goal, - 1%) <ul style="list-style-type: none"> TK: 86.57% K: 90.14% 1st: 88.27% 2nd: 90.74% 3rd: 89.53% 4th: 89.18% 5th: 89.24% 6th: 89.75% Data Year: 2024/2025		Average Daily Attendance TBD (91% goal) <ul style="list-style-type: none"> TK: 86.57% K: 90.14% 1st: 88.27% 2nd: 90.74% 3rd: 89.53% 4th: 89.18% 5th: 89.24% 6th: 89.75% Data Year: 2025/2026	Average Daily Attendance <ul style="list-style-type: none"> TK: -3.43% K: -0.71% 1st: 0.49% 2nd: +0.28% 3rd: -0.93% 4th: 0.14% 5th: -0.43% 6th: N/A (No Data in 2023/2024)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Report	Data Source: School Pathways Attendance Report		Data Source: School Pathways Attendance Report	
2.2	<p>Student Dispositions: Safety, Engagement, Autonomy & Empowerment</p> <ul style="list-style-type: none"> CHKS Student Survey: % of students who agree or strongly agree that the school is safe on annual climate survey CHKS Student Survey: Avg level of agreement with connectedness questions on CHKS or similar climate survey Discipline Referral/ Suspension Report from School Pathways 	<ul style="list-style-type: none"> CHKS Student Survey (Maintain 70% goal) <ul style="list-style-type: none"> 71% of students report that they feel safe at school <p>Grade 3 – 73% Grade 4 – 63% Grade 5 – 76%</p> <ul style="list-style-type: none"> 66% of students report that they feel connected at school <p>Grade 3 – 65% Grade 4 – 65% Grade 5 – 67%</p> <ul style="list-style-type: none"> Discipline Data 11.2% of students received at least 1 discipline referral 28.6% of students receiving a referral were 	<ul style="list-style-type: none"> CHKS Student Survey (Maintain 70% goal) <ul style="list-style-type: none"> 79% of students report that they feel safe at school <p>Grade 3 – 84% Grade 4 – 74% Grade 5 – 78%</p> <ul style="list-style-type: none"> 73% of students report that they feel connected at school <p>Grade 3 – 75% Grade 4 – 71% Grade 5 – 74%</p> <ul style="list-style-type: none"> Not to exceed 10% of students receiving 		<ul style="list-style-type: none"> CHKS Student Survey (75% goal) <ul style="list-style-type: none"> 81% of students report that they feel safe at school <p>Grade 3 – 84% Grade 4 – 76% Grade 5 – 78%</p> <ul style="list-style-type: none"> 75% of students report that they feel connected at school <p>Grade 3 – 75% Grade 4 – 73% Grade 5 – 74%</p> <p>Data Year: 2025/2026 Data Source: School Pathways Discipline Reports,</p>	<ul style="list-style-type: none"> CHKS Student Survey (Maintain 70% goal) <ul style="list-style-type: none"> +8% of students report that they feel safe at school <p>Grade 3 – 11% Grade 4 – 11% Grade 5 – 2%</p> <ul style="list-style-type: none"> +7% of students report that they feel connected at school <p>Grade 3 – 10% Grade 4 – 6% Grade 5 – 7%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>female students</p> <ul style="list-style-type: none"> • 71.4% of students receiving a referral were male students • 3.21% students received a referral that led to a suspension • 20% of referrals with suspensions were female students • 80% of referrals with suspensions were male students <p>Data Year: 2023/2024 Data Sources: California Healthy Kids Surveys, School Pathways Discipline Reports</p>	<p>discipline referrals</p> <ul style="list-style-type: none"> • Not to exceed 3% of students receiving a referral that leads to a suspension <p>Data Year: 2024/2025 Data Source: California Healthy Kids Survey, School Pathways Discipline Reports</p>		Environmental Student Outcomes Surveys	
2.3	<p>Family safety, school/nature connectedness & engagement</p> <p>CHKS Family Survey:</p>	<p>CHKS Parent Survey</p> <ul style="list-style-type: none"> • 87% of families identify the school as a safe place for 	<p>CHKS Parent Survey (Goal: Increase of 2% over baseline)</p> <ul style="list-style-type: none"> • 92% of families identify 		<p>CHKS Parent Survey (Goal: Increase of 2% over baseline)</p> <ul style="list-style-type: none"> • 94% of families identify 	<ul style="list-style-type: none"> • +5% of families identify the school as a safe

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>% of families who agree or strongly agree that campus is a safe place for their child. & Family input in decision- making & % of families who agree or strongly agree that school staff treats them with respect, take their concerns seriously and are helpful to them Family Engagement attendance rosters for school events</p>	<p>their child(ren) to learn.</p> <ul style="list-style-type: none"> 81% of families agree that the school allows, seeks, and welcomes their input. 89% of families agree that school staff treat them with respect, take their concerns seriously, and are helpful to them. <p>Data Year: 2023/2024 Data Source: California Healthy Kids Parent Survey</p>	<p>the school as a safe place for their child(ren) to learn.</p> <ul style="list-style-type: none"> 83% of families agree that the school allows, seeks, and welcomes their input. 92% of families agree that school staff treat them with respect, take their concerns seriously, and are helpful to them. <p>Data Year: 2024/2025 Data Source: California Healthy Kids Parent</p>		<p>the school as a safe place for their child(ren) to learn.</p> <ul style="list-style-type: none"> 85% of families agree that the school allows, seeks, and welcomes their input. 94% of families agree that school staff treat them with respect, take their concerns seriously, and are helpful to them. <p>Data Year: 2025/2026 Data Source: Data Source: California Healthy Kids</p>	<p>place for their child(ren) to learn.</p> <ul style="list-style-type: none"> + 2% of families agree that the school allows, seeks, and welcomes their input. +3% of families agree that school staff treat them with respect, take their concerns seriously, and are helpful to them.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Survey		Parent Survey	
2.4	<p>Staff safety & connectedness</p> <p>CHKS Staff Survey: Avg level of agreement with staff working environment and collegiality questions on California school climate surveys or similar survey</p>	<p>CHKS Staff Survey (Maintain 80% Goal) 93% of staff report that this school is a supportive and inviting place for staff to work. 93% of staff report they have close professional relationships with each other. 93% say the school is a safe place for staff.</p> <p>Data Year: 2023/2024 Data Source: California Healthy Kids Survey</p>	<p>CHKS Staff Survey (Maintain 80% Goal) 100% of staff report that this school is a supportive and inviting place for staff to work. 100% of staff report they have close professional relationships with each other. 96% say the school is a safe place for staff.</p> <p>Data Year: 2024/2025 Data Source: California Healthy Kids Survey</p>		<p>CHKS Staff Survey (Maintain 82% Goal) 100% of staff report that this school is a supportive and inviting place for staff to work. 100% of staff report they have close professional relationships with each other. 98% say the school is a safe place for staff.</p> <p>Data Year: 2025/2026 Data Source:</p>	<p>CHKS Staff Survey +7% of staff report that this school is a supportive and inviting place for staff to work. 1+7% of staff report they have close professional relationships with each other. +96% say the school is a safe place for staff.</p>

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, Golden Charter Academy (GCA) made significant strides in advancing its mission to inspire students to connect deeply with their community and believe in their power to create positive change. Through a multi-tiered approach rooted in equity, relationship-building, and whole-child development, GCA strengthened support systems, expanded restorative practices, and deepened student and family engagement. These integrated efforts collectively fostered academic success, improved attendance, and cultivated a school culture where all scholars are seen, valued, and empowered to thrive.

A core focus of this year's work was the intentional development and assessment of GCA's Multi-Tiered System of Supports (MTSS). School administration, the Student Welfare & Attendance Coordinator (SWAC), and the student services team collaborated to evaluate how support systems were impacting scholar attendance, school culture, and staff capacity. As a result of these evaluations, GCA expanded its team and implemented equitable and bias-free practices. Ongoing professional development enabled staff to build environments grounded in trust, efficacy, and safety—leading to more meaningful engagement with scholars and families. This work will continue and expand in the 2025–2026 school year.

Student experiences were also enriched through thoughtfully selected outdoor and overnight learning opportunities. These real-world, standards-aligned experiences deepened environmental literacy, promoted wellness, and cultivated a sense of stewardship and belonging. Scholars, particularly in upper grades, reported increased confidence, connection with teachers, and engagement in learning—making outdoor education a key lever for improving attendance and building school community.

Family partnerships were another cornerstone of GCA's approach. New strategies—including in-person and virtual conferences and community events like Pridelands—were intentionally designed to elevate parent voice and increase participation, particularly among families of low-income students and English learners. These efforts strengthened home-school connections and ensured families were more meaningfully involved in school decision-making.

After-school and summer programming further extended learning. GCA's collaboration with California Teaching Fellows and other community partners allowed scholars to engage in gardening, culinary arts, performing arts, and tutoring. These spaces fostered creativity, academic support, leadership, and peer connection. Students formed support networks and took ownership of their learning through service and collaboration. Moving forward, GCA will continue to prioritize literacy, math, and enrichment opportunities that excite and engage scholars.

Social-emotional learning and restorative practices remained central to daily routines through social emotional learning, affirmations, and community-building activities. Student-led moments—such as delivering the “Word of the Day” or poetry readings—fostered belonging and leadership. Restorative circles, meditations, and conflict resolution strategies were used regularly to support emotional safety and build stronger relationships. The Student Services team, including Behavior Technicians, worked diligently to support scholars, staff, and families in building and mending relationships. Positive communication home, including phone calls and conversations at dismissal, further strengthened these connections.

Campus safety and staff collaboration were prioritized through the implementation of an Open-Door policy and a self-efficacy survey, which promoted transparency and trust across the school community. These efforts informed safety practices, encouraged open dialogue, and helped cultivate a climate where both students and staff felt respected and connected—laying the foundation for meaningful instruction and social growth.

At the same time, the 2024–2025 school year brought significant organizational shifts, including a change in administrative leadership and a deeper evaluation of student success across the scholar community. These transitions prompted thoughtful reflection on the effectiveness of program implementation and progress toward student outcomes. Through this reflection, it became clear that while foundational elements—especially those related to environmental literacy and inclusive practices—were implemented with success, certain student experience

metrics were not fully captured. For example, key surveys such as the Nature Connectedness Survey were not administered, and the CA Healthy Kids Survey, though implemented, had a low response rate that limited its usefulness for comprehensive analysis.

These gaps in data collection highlighted the need for a more strategic and balanced approach moving forward—one that strengthens instructional focus while intentionally tracking student experience to measure progress toward holistic goals. As GCA prepares for the 2025–2026 academic year, it remains committed to this integrated vision: to elevate rigorous, equity-centered instruction while honoring the whole child and cultivating a culture where every scholar is supported, celebrated, and equipped to thrive.

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.

GCA invested in expansion of the extended day programing, supported by restricted state funding, and expanded campus safety and sustainability supports through LCFF funds.

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

During the 2024–2025 school year, Golden Charter Academy (GCA) made meaningful progress toward its strategic goal of fostering scholar engagement, whole-child development, and environmental stewardship. Specific actions implemented across academic, behavioral, and social-emotional domains contributed to improved student attendance, family engagement, and school culture. These efforts reflected a cohesive approach grounded in equity, restorative practices, and culturally responsive learning.

Key actions—such as the expansion of GCA’s Multi-Tiered System of Supports (MTSS), increased staff capacity, and consistent professional development—proved effective in promoting a positive school climate and improving scholar well-being. Staff training focused on equitable, bias-free practices and built the foundation for stronger relationships with students and families. These strategies, in turn, supported a safer, more inclusive learning environment and led to increased scholar engagement.

Outdoor and overnight learning opportunities further enhanced the effectiveness of programming by reinforcing GCA’s commitment to place-based, environmental education. These experiences were not only aligned with academic standards but also supported student wellness, confidence, and a sense of belonging—especially among upper-grade scholars.

Family partnership strategies, including in-person and virtual events, were highly effective in increasing participation among historically underserved families, particularly those of English learners and low-income students. These initiatives helped elevate parent voice and improve school-home collaboration in decision-making processes.

Enrichment and expanded learning programs through community partnerships (e.g., California Teaching Fellows) were also effective in providing creative, academic, and social-emotional outlets for scholars. These programs supported leadership development, peer collaboration, and academic achievement beyond the traditional school day.

While many foundational actions were successfully implemented, some metrics intended to assess program effectiveness were not fully realized. Specifically, gaps in survey administration and low response rates (e.g., Nature Connectedness Survey and CA Healthy Kids

Survey) limited the school’s ability to measure progress against certain student experience outcomes. Additionally, mid-year organizational transitions and changes in leadership contributed to variability in how some initiatives were monitored and evaluated.

Despite these limitations, the overarching approach was effective in establishing systems and practices aligned to GCA’s mission. The school recognizes the need to strengthen data collection, increase consistency in evaluation tools, and further integrate student feedback to refine its supports. As GCA moves into the 2025–2026 academic year, it is committed to deepening instructional alignment, improving progress monitoring, and continuing its focus on cultivating a safe, inclusive, and academically rigorous learning environment for all scholars.

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

No planned actions were implemented in a manner that differed substantively from how it was described in the adopted LCAP

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered Systems of Support	In 2024-25, the student services team: school counselors, restorative practice intervention coordinator, behavior technicians, school psychologist, instructional leadership team will lead the initial phase of tiered support services across campuses. This team will evaluate adding partners for developing, delivering, and refinement of MTSS structures and strategies. 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, learning guides, after-school staff and administrators to improve attendance and discipline referral outcomes in addition to improving student experience with campus and community. Additionally, the attendance secretary position is shifting toward a Student Welfare & Attendance Coordinator to support school-family collaboration and engagement with school. This position will work closely with the MTSS team and community schools coordinator to ensure partnership and support from home to school is strong.		Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Partnerships/ Outdoor Education	<p>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.</p> <p>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).</p>	\$144,500.00	Yes
2.3	Family Engagement Opportunities (Pridelands events, Family Conferences)	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.	\$60,000.00	Yes
2.4	After-School & Summer School Programming	GCA offers an in-house after-school program to supplement the educational program and increase student engagement and a sense of connectedness and advances	\$854,899.00	Yes
2.5	Social Emotional Learning & Restorative Practices	Social emotional learning is a dedicated time each morning where students and teachers come together to start the day with a sense of community and purpose. These meetings are structured to promote social-emotional learning, build positive relationships, and set a positive tone for the day. Students share thoughts and feelings in a supportive environment, fostering a sense of belonging and emotional safety and engage in activities that promote teamwork, cooperation, and mutual respect. Students set personal and academic goals, which helps them focus and stay motivated. GCA's social emotional learning is rooted in culturally-affirming restorative practices focused on building and repairing	\$109,242.00	Yes

Action #	Title	Description	Total Funds	Contributing
		relationships within the school community, as well as environmental stewardship. These practices shift the focus from punishment to understanding, accountability, and healing. GCA utilizes circles, meditations for conflict resolution and restorative conferences to advance student safety, emotionally and physically, connectedness, sense of community, stronger relationships, voice and agency and personal growth.		
2.6	Campus Safety & Sustainability	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.	\$263,745.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	GCA will equip all students with the knowledge, skills, values, and behaviors of environmental literacy through standards-aligned instruction, real-world learning, inclusive school culture, professional development, and sustainable campus practices. This goal is supported by five integrated actions (3.1–3.5) and is structured around four Environmental Literacy Pillars: Knowledge, Competencies, Dispositions, and Behaviors. Each pillar contributes to student development and supports multiple California State Priorities through curriculum, culture, and community engagement.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At Golden Charter Academy (GCA), we strive to help our students become environmentally literate individuals with the knowledge, skills, and values necessary to act both individually and collectively to support ecologically sound, economically prosperous, and socially equitable communities—now and for future generations. Through a combination of classroom-based instruction, experiential education, and outdoor learning, students engage in real-world environmental issues and develop the capacity to make informed decisions grounded in environmental principles.

This goal is rooted in our belief that environmental literacy is not just an academic pursuit but a pathway to civic engagement, student empowerment, and long-term community transformation. It emphasizes the importance of access—for all students—to authentic, real-life learning opportunities that build critical thinking, systems-level awareness, and confidence. The goal is especially designed to support the success of low-income students, English learners, and foster youth by providing inclusive learning experiences that promote self-efficacy and social-emotional development.

Over the past year, we have strengthened our commitment to environmental literacy across all grade levels. While the previous version of Goal 3 laid a strong foundation and guiding vision, it lacked sufficient metrics to assess program impact. Through ongoing reflection and

analysis, we recognized both the enthusiasm generated among students and staff and the need for a more clearly defined and measurable framework. The newly refined Goal 3 addresses this by establishing standards-aligned outcomes and metrics that will monitor growth in student knowledge, attitudes, and behaviors related to environmental stewardship.

In addition to the environmental literacy work, we have expanded this goal to include a new action that focuses on cultivating a safe, inclusive, and respectful school climate. We believe that students must first feel emotionally and physically safe in order to take academic risks, develop a sense of belonging, and engage meaningfully in our place-based learning experiences. With intentional efforts to model and uphold shared behavioral expectations, this action strengthens the social fabric of our school and ensures that all students feel seen, supported, and empowered.

Together, these efforts reflect our holistic approach to student development—anchored in environmental justice, academic excellence, and community well-being. By fostering strong relationships, developing student agency, and providing access to authentic civic-action experiences, we are preparing students to be informed, responsible citizens who contribute to creating a healthier, more sustainable Fresno and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Participation in service-learning and civic action projects. Enrollment Average Daily Attendance	All grades will participate in at least one project. Average Daily Attendance: 89.53% <ul style="list-style-type: none"> TK: 87.15% K: 90.85% 1st: 88.76% 2nd: 90.01% 3rd: 90.46% 4th: 89.04% 5th: 89.67% 6th: No data in 2023/2024 Data Year: 2023 - 2024 Data Sources: School	Total grades participating: TK: Farm to Table K: Monarch Waystation 1st: Civic Action for Habitat (Turtles) 2nd: UHS Collaborative 3rd: Clean Air Pledge; UHS Collaborative 4th: School Garden Civic Action Project 5th: City Council Meeting		Documentation through rosters, reports, and logs confirms that 75% of students participated in a stewardship or service-learning project and 100% engaged in at least one hands-on environmental learning experience. Average Daily Attendance TBD	Internal Attendance Records, Internal School - Wide Project Tracker Performance Changes: Participation: No Difference - The metric was reached as planned Average Daily Attendance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pathways Attendance Report, Internal School - Wide Project Tracker	6th: City Council Meeting Average Daily Attendance 89% <ul style="list-style-type: none"> TK: 86.57% K: 90.14% 1st: 88.27% 2nd: 90.74% 3rd: 89.53% 4th: 89.18% 5th: 89.24% 6th: 89.75% Data Year: 2024 - 2025 Data Sources: School Pathways Attendance Report, Internal School - Wide Project Tracker		<ul style="list-style-type: none"> TK: 86.57% K: 90.14% 1st: 88.27% 2nd: 90.74% 3rd: 89.53% 4th: 89.18% 5th: 89.24% 6th: 89.75% Data Year: 2025 - 2026 Data Sources: School Pathways Attendance Reports, Internal School - Wide Project Tracker	<ul style="list-style-type: none"> TK: - 3.43% K: -0.71% 1st: 0.49% 2nd: +0.28% 3rd: - 0.93% 4th: 0.14% 5th: - 0.43% 6th: N/A (No Data in 2023/2024)
3.2	Professional Development # of professional development hours completed by staff to	Educators will participate in a minimum of 16 hours of professional development annually focused on	Total Hours: 86 hours Chaffee Zoo PD On-Site (16 hours)		Educators will participate in at least 24 hours of professional development annually on	2025 Internal Professional Development Records

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	effectively facilitate service-learning and civic engagement projects	<p>implementing inquiry-based, field-based, and stewardship learning experiences.</p> <p>Total Hours: 16 hours</p> <p>Chaffee Zoo PD Off - Site (8 hours) Field - Based Environment Education Specialist for PD for Outdoor Experiential Learning (8 hours)</p> <p>Data Year: 2023 - 2024 Data Source: Professional Development Records</p>	<p>Chaffee Zoo PD on Campus (50 hours) Field-Based Environment Education Specialist PD for Outdoor Experiential Learning (20 hours)</p> <p>Data Year: 2024 - 2025 Data Source: Professional Development Records</p>		<p>facilitating high-quality, inquiry-based environmental education aligned with NAAEE Guidelines for Excellence, supported by ongoing coaching and collaborative planning.</p> <p>Data Year: 2025 - 2026 Data Source: Internal Professional Development Records</p>	Performance Change: The outcome exceeded the expected benchmark.
3.3	<p>Project-Based Assessments</p> <p>Rubrics to evaluate the quality and depth of students' work in service-learning & civic action projects"</p>	<p>Rubrics to be created and implemented for each project.</p> <p>Data Year: 2023 - 2024 Data Sources: Internal Planning Documents</p>	<p>While rubrics were not consistently created or applied, student work in service-learning and civic action projects was evaluated informally in the field. Observations focused on student participation, collaboration, and engagement with community partners, but no</p>		<p>A standardized rubric will be developed and implemented across all service-learning and civic action projects, with staff trained in its consistent use. The percentage of projects evaluated with this rubric will increase from 0% to 100%, ensuring reliable measurement of</p>	<p>2025 Internal Planning Documents</p> <p>While pre- and post-surveys were not implemented, student growth in awareness was observed informally through participation, discussions, and field interactions. Moving forward, standardized</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>standardized rubric data was collected to measure depth or quality across projects.</p> <p>Data Year: 2024 - 2025 Data Sources: Internal Planning Documents</p>		<p>student learning outcomes.</p> <p>Data Year: 2025 - 2026 Data Sources: Internal Planning Documents</p>	<p>survey tools will strengthen the ability to document changes from baseline to year's end.</p>
3.4	<p>Increase in Student Awareness and Knowledge</p> <p>Pre- & post- surveys: measuring students' awareness and knowledge of community issues, sustainability practices , and civic responsibilities.</p>	<p>Implement Pre & Post - Surveys</p> <p>Data Year: 2023 - 2024 Data Source: Internal Planning Documents</p>	<p>The required IRB approval was not secured in time to administer the pre-survey at the beginning of the year. As a result, pre- and post-surveys could not be implemented as planned. Instead, student awareness and knowledge were assessed informally in the field through observations and discussions. These informal assessments indicated growth in understanding of community issues and sustainability practices, though</p>		<p>Next year, student growth in awareness, knowledge, and skills will be documented using standardized tools across academic, civic, and social-emotional dimensions. Progress will be measured through NGSS-aligned assessments, rubric-based evaluation of capstone projects, and participation records in field-based learning. Additional measures will include SEL and nature connection</p>	<p>2025 Internal Planning Documents</p> <p>Student growth in awareness was observed informally through participation, discussions, and field interactions. Moving forward, standardized tools will strengthen the ability to document changes from baseline to year's end.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>standardized survey data was not collected to document baseline-to-end-of-year change.</p> <p>Data Year: 2024 - 2025 Data Source: Internal Internal Planning Documents</p>		<p>observations, student reflection logs, and teacher observational checklists. Together, these tools will ensure consistent data collection and provide clear evidence of student learning from baseline to year's end.</p> <p>Data Year: 2025 - 2026 Data Source: Internal Planning Documents</p>	
3.5	<p>Impact Assessments of Community Projects</p> <p>Qualitative & quantitative assessments of the impact of civic action based community projects (environmental impact).</p>	<p>Implement qualitative and quantitative assessments</p> <p>Data Year: 2023 - 2024 Data Sources: Internal Planning Documents</p>	<p>Comprehensive qualitative and quantitative impact assessments of community-based civic action projects were not completed due to limited capacity and time constraints. Projects were successfully implemented in the field, but staff and partners prioritized</p>		<p>To encourage environmentally responsible actions in both social and community settings, student stewardship behaviors will be measured through participation logs in civic and stewardship projects, completion rates of presentations and</p>	<p>2025 Data Source: Internal Planning Documents</p> <p>The baseline called for impact assessments of civic action projects. While standardized data was not collected, projects were successfully implemented, and valuable lessons were learned</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			direct student engagement and project completion over systematic data collection. In addition, the complexity of measuring long-term environmental impacts required resources and tools that were not available within the project timeline. Data Year: 2024 - 2025 Data Sources: Internal Planning Documents		exhibitions, annual campus sustainability tracking reports, and documentation of student-led environmental action. Data Year: 2024 - 2025 Data Sources: Internal Planning Documents	about the capacity and tools needed to measure long-term outcomes effectively.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation
Golden Charter Academy successfully implemented Goal 3 with strong fidelity to the planned actions, creating meaningful progress in environmental literacy development across all grade levels. All five action areas were carried out as intended, integrating rigorous academics with experiential learning and community engagement.

Action-by-Action Analysis
Action 3.1 - Service-Learning and Civic Action Projects
Implementation: Carried out as planned with 100% student participation across all grades

Successes: Strong community partnerships with Chaffee Zoo, National Parks, and local land trusts provided authentic, place-based learning experiences that effectively connected environmental concepts to real-world contexts

Challenges: Sustaining capacity to ensure consistent, high-quality experiences across all grade levels remains an ongoing need

Action 3.2 - Professional Development

Implementation: Exceeded planned targets with educators surpassing the 24-hour annual training baseline

Successes: Built schoolwide commitment to environmental education and equipped teachers with enhanced instructional capacity for place-based, civic-embedded teaching

Challenges: Ensuring ongoing time and resources to maintain this level of professional learning investment

Action 3.3 - Project-Based Assessments

Implementation Differences: While field-based evaluations occurred as planned, standardized rubrics were not consistently applied across all projects

Successes: Teachers documented strong student participation, collaboration, and engagement through authentic observational data

Challenges: Need for consistent rubric implementation to provide comparable data on learning depth and quality

Action 3.4 - Student Awareness and Knowledge

Implementation Differences: Standardized pre- and post-surveys were not implemented as originally planned

Successes: Students demonstrated meaningful growth in understanding community issues and sustainability practices through participation and field-based discussions

Challenges: Establishing systematic data collection tools to document student growth more comprehensively

Action 3.5 - Community Project Impact Assessment

Implementation Differences: Comprehensive qualitative and quantitative impact assessments were not completed as planned

Successes: Projects provided meaningful hands-on civic action experiences with strong community collaboration and authentic student engagement

Challenges: Building capacity and tools needed to capture long-term environmental impacts

Key Outcomes and Lessons Learned

The 2024-25 implementation demonstrated that experiential learning and community partnerships effectively foster environmental literacy and stewardship behaviors. While programmatic implementation was strong, assessment system refinements are needed to better capture and document student growth in environmental dispositions and competencies. Leadership transitions provided valuable opportunities for reflection, leading to enhanced focus on measurable outcomes for future implementation.

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.

No material differences.

Overall Effectiveness Summary

Golden Charter Academy made substantial progress toward Goal 3 of advancing environmental literacy, stewardship, and positive environmental dispositions during 2024-25. All five actions contributed meaningfully to student growth through place-based learning experiences, though assessment limitations affected the ability to document progress with precision.

Action-Specific Effectiveness Analysis

Action 3.1 - Service-Learning and Civic Action Projects: Highly Effective

Progress Made: Achieved 100% student participation across all grade levels in real-world environmental projects

Evidence of Effectiveness: Students demonstrated deepened understanding of ecosystems and sustainability through hands-on stewardship experiences supported by strong community partnerships

Impact: Built foundational stewardship skills and strengthened student responsibility to community and natural world

Action 3.2 - Professional Development: Effective with Areas for Improvement

Progress Made: Exceeded 24-hour professional development target, demonstrating strong educator commitment

Evidence of Effectiveness: Increased teacher confidence and consistency in delivering place-based instruction; students showed corresponding growth in environmental competencies

Limitation: Varied depth of professional learning sessions and lack of systematic monitoring of educator growth outcomes

Action 3.3 - Project-Based Assessments: Partially Effective

Progress Made: Provided authentic field-based observations of student learning and engagement

Evidence of Effectiveness: Teachers documented meaningful student growth in participation, collaboration, and environmental awareness

Limitation: Inconsistent rubric application limited reliable and equitable measurement across student groups and grade levels

Action 3.4 - Student Awareness and Knowledge: Effective but Underdocumented

Progress Made: Students demonstrated growth in understanding community issues, sustainability practices, and civic responsibilities

Evidence of Effectiveness: Observable increases in environmental competencies and social-emotional learning through reflective, field-based experiences

Limitation: Absence of pre- and post-surveys prevented standardized documentation of student growth over time

Action 3.5 - Community Project Impact Assessment: Effective in Engagement, Limited in Measurement

Progress Made: Successfully engaged students in civic action projects with strong community partnerships

Evidence of Effectiveness: Created authentic learning experiences and meaningful environmental stewardship opportunities

Limitation: Lack of comprehensive assessment tools prevented measurement of long-term environmental impacts

Overall Progress Assessment

Strengths in Goal Achievement:

- Strong foundation for environmental literacy established through experiential learning
- High levels of student and educator engagement across all action areas
- Successful community partnerships that enhanced authentic learning opportunities

Areas Limiting Progress:

- Inconsistent data collection and assessment practices across actions
- Uneven application of evaluation tools preventing reliable progress measurement
- Broad outcome measures lacking age-appropriate, specific benchmarks

Net Effectiveness: Actions were collectively effective in advancing environmental literacy and stewardship behaviors, though refinement of assessment systems is needed to better capture and document the depth of student growth achieved.

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

GCA has refined Goal 3 to better integrate environmental literacy across all aspects of the school experience. The revised goal adopts a holistic approach that connects academic learning with real-world application, professional development, and sustainable campus practices.

Goal Statement: Equip all students with the knowledge, skills, values, and behaviors of environmental literacy through standards-aligned instruction, real-world learning, inclusive school culture, professional development, and sustainable campus practices.

Framework: This goal organizes environmental literacy development around the North American Association for Environmental Education's (NAAEE) four pillars. The NAAEE environmental education framework defines environmental literacy through four interconnected components that build upon each other: Knowledge (understanding ecological systems and environmental issues), Competencies (developing skills to investigate problems and apply critical thinking), Dispositions (cultivating values and motivation for environmental responsibility), and Behaviors (taking informed action in environmental problem-solving and community engagement). This framework recognizes that true environmental literacy requires students to not only learn about environmental issues, but also develop the skills to investigate problems, the values to care about solutions, and the motivation to take meaningful action in their communities. This framework is implemented through five integrated actions (3.A–3.E) that replace the previous separate initiatives to create a more cohesive and measurable approach:

Action 3.A: Integrated Curriculum and Instruction

Action 3.B: Real-World Environmental Learning

Action 3.C: Professional Learning

Action 3.D: Modeling Sustainability Through Campus Operations

Action 3.E: Safe, Inclusive, and Culturally Connected School Climate

Assessment: Building on this framework, progress is measured through NGSS-aligned assessments (assessments that meet California's Next Generation Science Standards for hands-on, inquiry-based learning), student demonstrations of learning, performance-based tasks, reflection instruments, participation logs, and sustainability indicators, providing comprehensive data on student learning and stewardship behaviors across all grade levels.

Refined Actions and Associated Baselines:

3.A: Environmental Literacy Through Integrated Curriculum and Instruction

Baseline Measurements:

- Current student proficiency rates on NGSS-aligned environmental science assessments
- Capstone project completion rates and rubric-based mastery levels
- Annual participation rates in field-based environmental learning experiences
- Documentation of environmental literacy integration within core subject instruction
- Evidence of cross-curricular environmental connections in lesson plans and student work samples

3.B: Real-World Environmental Learning and Stewardship Practice

Baseline Measurements:

- Annual participation rates in hands-on outdoor environmental learning experiences
- Teacher documentation of observed stewardship behaviors and environmental values during field work
- Student completion rates for reflection activities following environmental learning experiences
- Participation rates in community-based environmental stewardship and service-learning projects
- Student work samples demonstrating connections between environmental actions and personal stewardship values

3.C: Professional Learning for Environmental Literacy and Civic-Connected Instruction

Baseline Measurements:

- Annual professional development participation hours per educator in environmental and civic-connected instruction

- Teacher reflection documentation and peer collaboration evidence from professional learning sessions
- Completion rates for inquiry-based instructional strategy professional development modules
- Pre- and post-professional development teacher self-assessment data on inquiry facilitation skills and confidence levels

3.D: Modeling Sustainability Through Campus Operations and Student Engagement

Baseline Measurements:

- Current campus sustainability metrics including waste reduction, water conservation, and energy usage data
- Student participation rates in campus sustainability initiatives and environmental stewardship activities

3.E: Safe, Inclusive, and Culturally Connected School Climate

Baseline Measurements:

- Teacher documentation of student social-emotional learning behaviors and inclusive classroom interactions
- Student completion rates for public-facing presentations and exhibitions on local environmental and community issues
- Participation rates in cultural and place-based learning activities with evidence of community connection through student work samples and classroom observations

Summary of Changes Made to Goal 3 Based on Reflections on Prior Practice

Goal and Framework Changes: Reflections on implementation revealed that Goal 3 required stronger alignment among instructional strategies, school climate, and operational practices. The goal statement has been revised to adopt a holistic approach using the NAAEE framework's four pillars (Knowledge, Competencies, Dispositions, and Behaviors), ensuring environmental literacy development progresses systematically from understanding to action.

Building on this foundation, Action Restructuring: Five separate actions have been consolidated into an integrated framework (Actions 3.1–3.5) to eliminate redundancy and create clearer connections between curriculum, real-world learning, professional development, campus sustainability, and school climate.

To support these structural changes, Metrics and Assessment Updates: Previous broad, survey-based measures have been replaced with specific baseline measurements including NGSS-aligned assessments, student work samples, teacher documentation, participation logs, and sustainability indicators. These new metrics provide concrete evidence of student growth across all environmental literacy pillars.

Complementing these measurement improvements, Target Outcomes Enhancement: Updated outcomes now capture the multi-dimensional nature of environmental literacy, measuring not only academic content mastery but also inquiry skills, reflection practices, stewardship

values, and real-world environmental action.

These changes create a more cohesive, measurable system for environmental literacy development that aligns with California's Eight State Priorities. Most importantly, this integrated approach ensures that every student develops the knowledge, skills, values, and behaviors necessary to become engaged environmental stewards who can investigate local issues, make informed decisions, and take meaningful action to protect and improve their communities and the natural world.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Participation in service-learning and civic action projects.	This action builds student understanding of ecosystems, human–environment interactions, and sustainability concepts through integrated, standards-aligned instruction across core subjects.	\$20,000.00	Yes
3.2	Professional Development # of professional development hours completed by staff to effectively facilitate service-learning and civic engagement projects	This action strengthens critical thinking, inquiry, and problem-solving by engaging students in hands-on, real-world environmental learning experiences and stewardship projects.	\$112,000.00	Yes
3.3	Project-Based Assessments	This action equips teachers with professional development that supports integration of environmental literacy and civic-connected instruction into classroom practice.		Yes
3.4	Increase in Student Awareness and Knowledge	This action encourages environmentally responsible behaviors by engaging students in campus sustainability initiatives and modeling conservation practices across school operations.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Impact Assessments of Community Projects	This action fosters environmental empathy, stewardship values, and a sense of place by creating a safe, inclusive, and culturally connected school climate where all students can engage in environmental learning.		Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,658,085	\$202,383

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.826%	0.000%	\$0.00	34.826%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Teacher Development System for GCA Best Practices</p> <p>Need: The identified needs of unduplicated pupils include differentiated and inclusive instructional approaches that address a wide range of academic, linguistic, and social-emotional needs. Many students in these groups face systemic barriers to accessing</p>	By continuing to implement a schoolwide instructional approach anchored in UDL and aligned with environmental and place-based learning principles, GCA ensures that all students—regardless of background or circumstance—are supported in accessing the core curriculum. These practices support flexible methods of content delivery, promote student agency, and build academic resilience. Schoolwide professional development and instructional coaching further ensure that every	Effectiveness of this action will be monitored using a variety of metrics, including: Performance on state assessments (CAASPP and ELPAC), disaggregated by student group, reclassification rates of English learners, internal benchmark and curriculum-embedded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>rigorous instruction, and benefit from coherent, schoolwide teaching strategies that are culturally relevant, responsive, and grounded in real-world experiences. Additionally, these students require targeted formative assessment systems to monitor progress and inform timely, data-driven interventions.</p> <p>Scope: Schoolwide</p>	<p>teacher receives the training and support necessary to meet the needs of all learners, with a particular emphasis on unduplicated pupils.</p> <p>This action is implemented on a schoolwide basis to ensure equitable access to high-quality instruction for all students and because unduplicated pupils are served across all grade levels. Professional development will focus on refining instructional planning, prioritizing essential standards, implementing UDL principles, and using assessment data to inform curriculum pacing, instructional adjustments, and tiered interventions.</p>	<p>assessment results, MTSS data related to academic interventions, teacher implementation data collected through instructional walkthroughs and coaching cycles, feedback from professional development and staff surveys, student climate and engagement surveys, evidence of ongoing refinement to scope and sequence, lesson planning, and instructional practices.</p> <p>By evaluating these data annually, GCA will determine the extent to which its instructional best practices are effectively implemented and resulting in improved student outcomes—particularly for English learners, foster youth, students experiencing homelessness, and low-income students.</p>
1.3	<p>Action: Multi-Tiered Systems of Support</p> <p>Need:</p>	Golden Charter Academy's MTSS initiative is designed to be implemented on a schoolwide basis in order to provide equitable, consistent access to academic, behavioral, and social-emotional supports across all grade levels and	The effectiveness of this action will be measured through multiple data sources. Chronic absenteeism rates will be

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	<p>Unduplicated pupils—English learners, foster youth, students experiencing homelessness, and low-income students—often face a variety of academic, behavioral, attendance, and social-emotional challenges that require proactive, coordinated support. These students may experience trauma, instability, or barriers to engagement, leading to inconsistent attendance, increased behavioral referrals, or gaps in academic performance. The need exists for a schoolwide, tiered system of supports that ensures early identification, timely intervention, and sustained progress monitoring to improve student outcomes and remove barriers to learning.</p> <p>Scope: Schoolwide</p>	<p>classrooms. Because unduplicated pupils are served in every classroom, schoolwide implementation ensures that no student is excluded from tiered support based on classroom placement or grade level.</p> <p>In 2024–25, GCA launched the foundational phase of its MTSS framework, led by the Student Services Team. This team includes three school counselors, two behavior technicians, a school psychologist, and members of the instructional leadership team. Together, they have begun to evaluate existing support systems, identify service gaps, and consider partnerships to strengthen and expand MTSS programming. This initial phase prioritizes coordination and alignment of services, as well as identifying professional development needs across roles.</p> <p>As part of this action, professional development is being offered to general education teachers, grade-level team leaders, department chairs, after-school program staff, and school administrators to improve both academic and behavioral outcomes. Emphasis is placed on reducing chronic absenteeism and discipline referrals while increasing student engagement and connectedness to school. Additionally, the attendance secretary role is being restructured into a Student Welfare and Attendance Coordinator position. This new role is designed to strengthen the bridge between home and school, providing targeted outreach and coordination with families while collaborating closely with the MTSS team and Community Schools Coordinator to ensure wraparound supports are in place.</p>	<p>closely monitored and disaggregated by student group to assess progress in school engagement efforts. Office discipline referrals, suspension data, and expulsion rates will also be tracked to evaluate the impact of Tier 1 and Tier 2 behavioral supports. MTSS progress monitoring tools will be used to assess student response to intervention, including the timeliness and fidelity of support services.</p> <p>Academic growth will be measured through NWEA MAP Growth assessments and internal interim assessments, with special attention paid to the performance of unduplicated pupils. Student surveys will provide insight into perceptions of school climate, connectedness, and safety, while feedback from professional development sessions will guide the refinement of staff training. The school will also monitor student tier placements,</p>

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		Key enhancements in 2025–26 include schoolwide training for instructional and support staff on MTSS frameworks, full integration of PBIS strategies into Tier 1 behavior supports, an increased focus on academic and behavioral interventions in the upper grades, and an expanded role for the Student Services Coordinator in managing MTSS implementation across all tiers. These efforts collectively ensure that unduplicated pupils receive the necessary support to thrive academically and socially.	intervention caseloads, and movement across tiers, ensuring that students are supported effectively and efficiently. Finally, parent engagement will be tracked through attendance at MTSS-related meetings, including SSTs and other collaborative planning sessions, to assess the strength of the school–family partnership.
1.4	<p>Action: Special Education Program</p> <p>Need: Unduplicated pupils—including English learners, foster youth, students experiencing homelessness, and low-income students—are statistically more likely to be referred for or identified as needing special education services due to systemic inequities, trauma, or disrupted schooling. These students often require individualized supports and increased coordination between general and special education teams to ensure their academic and behavioral needs are met. Additionally, these students and their families may face barriers in navigating the IEP process, accessing services, or receiving culturally responsive support. There is a demonstrated need to improve the consistency, compliance, and</p>	<p>This action is implemented on a schoolwide basis to ensure that all students, including unduplicated pupils who qualify for or are being evaluated for special education services, receive legally compliant and individualized support. Because special education is a service—not a place—all educators at GCA must be equipped to support students with disabilities within inclusive learning environments, including general education classrooms and intervention settings.</p> <p>In 2024–25, Golden Charter Academy transitioned to a new SELPA provider, the Fresno County Superintendent of Schools (FCSS), and has since focused on creating shared systems of compliance and accountability. This includes establishing strong partnerships with FCSS Charter SELPA program specialists and internal cross-functional teams to improve the delivery and monitoring of special education services.</p>	The effectiveness of this action will be measured through multiple indicators. The school will monitor IEP compliance rates, including timely completion of assessments, service minutes, and progress report submissions. Internal and SELPA-led audits will be used to evaluate legal compliance and documentation practices. Special education student outcomes on NWEA MAP Growth assessments, CAASPP, and classroom-based measures will be reviewed, with attention to

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	<p>responsiveness of special education services for unduplicated pupils, and to strengthen inclusive practices within the broader school system.</p> <p>Scope: Schoolwide</p>	<p>To ensure strong implementation, GCA is providing additional training opportunities for its two full-time education specialists, dean of student services, and paraprofessionals. These staff members are building deeper relationships with students and families to better understand their needs and provide personalized support. As part of this action, the special education team is collaborating with general education teachers to establish shared service delivery models, ensure appropriate classroom accommodations and modifications, and improve communication around student progress.</p> <p>For the 2025–26 school year, GCA will expand professional development for both special education and general education staff, with a focus on IEP compliance, differentiated instruction, and inclusive practices. Increased collaboration time between special education and general education teachers will allow for co-planning and coordination of services. Special education will also be more deeply integrated within GCA’s MTSS and PBIS frameworks to support a holistic, tiered approach to academic and behavioral intervention. Through continued partnership with the FCSS Charter SELPA, the school will ensure that all services are delivered with fidelity and in compliance with federal and state special education laws.</p>	<p>progress toward IEP goals. Attendance, behavior, and engagement data for students with IEPs will also be tracked, particularly for unduplicated pupils. Additionally, data from collaboration meetings between general and special education teams, as well as professional development participation logs and feedback surveys, will be used to assess the impact of cross-training efforts and inclusive practices. Parent and student feedback will also inform refinements to services and support systems.</p>
1.5	<p>Action: High-quality, standards-aligned curriculum and instructional materials</p>	<p>Golden Charter Academy’s commitment to environmental literacy is grounded in the belief that every student—regardless of background—deserves access to a rigorous and relevant</p>	<p>Effectiveness of this action will be monitored through several key metrics. Student performance data</p>

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	<p>Need: Unduplicated pupils—including English learners, foster youth, students experiencing homelessness, and low-income students—often have limited access to high-quality, culturally relevant, and standards-aligned curriculum that connects learning to real-world issues and supports deep engagement. These students benefit from curriculum that promotes critical thinking, relevance, and connection to place and identity. There is a need to ensure that all students, particularly unduplicated pupils, are provided with rigorous academic content that also fosters environmental awareness, civic responsibility, and student agency. Access to materials that support environmental literacy can help address opportunity gaps by developing the knowledge, skills, and dispositions that empower students to care for and positively impact their communities and environment.</p> <p>Scope: Schoolwide</p>	<p>curriculum that prepares them to be stewards of their environment and active participants in their communities. To meet this commitment, GCA provides all students with standards-aligned instructional materials that are infused with environmental science, sustainability, and place-based learning principles.</p> <p>This action is implemented on a schoolwide basis to ensure that unduplicated pupils in every grade and classroom have equal access to engaging, meaningful, and high-quality learning experiences. Instructional materials are aligned to the California Common Core, NGSS, and NAAEE (North American Association for Environmental Education), with explicit connections to environmental issues that affect students' lived experiences—such as air and water quality, climate change, biodiversity, and human impact on ecosystems.</p> <p>By embedding environmental literacy into core subjects such as ELA, science, and social studies, and using culturally responsive teaching strategies, the curriculum not only promotes academic achievement but also enhances critical consciousness and real-world problem-solving. These experiences foster deeper engagement among students who may otherwise feel disconnected from traditional academic content. Additionally, through intentional selection of inclusive texts, collaborative learning, and place-based projects, GCA's instructional approach helps students see themselves as contributors to environmental and social change.</p>	<p>from NWEA MAP Growth, CAASPP, and curriculum-based assessments will be disaggregated to track progress for unduplicated pupils. Engagement will be measured through student participation in environmental field studies, classroom-based environmental projects, and zoo immersion experiences. Walkthroughs and lesson plan reviews will be used to evaluate implementation of standards-aligned, environmentally integrated instruction.</p> <p>Teacher professional development participation and feedback will be tracked to ensure educators are prepared to deliver rigorous, inclusive, and environmentally focused content. Student surveys will be used to assess environmental dispositions and attitudes, while evidence of environmental stewardship behaviors (e.g., project participation, advocacy, conservation efforts) will</p>

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			help gauge impact over time. Progress in integrating Environmental Principles & Concepts across the curriculum will be reviewed annually, alongside updates to curriculum maps and unit plans aligned to NAAEE.
2.1	<p>Action: Multi-Tiered Systems of Support</p> <p>Need: Unduplicated pupils—specifically English learners, foster youth, students experiencing homelessness, and low-income students—often face elevated barriers to consistent attendance, positive behavior, and sustained engagement in school. These students may experience trauma, unstable housing, lack of access to healthcare, or limited family capacity to navigate school systems. As a result, they are disproportionately affected by chronic absenteeism, behavioral challenges, and academic disengagement. These patterns negatively impact achievement and school connectedness, underscoring the urgent need for a proactive, data-informed system of tiered supports that promotes both academic and social-emotional well-being. Additionally, unduplicated pupils benefit from culturally responsive practices and relational supports that create a sense of belonging and connection to school.</p>	<p>This action is implemented on a schoolwide basis to ensure that all students—including unduplicated pupils, who are enrolled across all grades and classrooms—benefit from a coordinated system of tiered support services. Golden Charter Academy is committed to developing and implementing a Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, attendance, and social-emotional interventions. The school’s cross-functional Student Services Team, composed of school counselors, a restorative practices intervention coordinator, behavior technicians, a school psychologist, and instructional leadership staff, will lead this work in collaboration with classroom educators and support staff.</p> <p>In 2024–25, this team will oversee the initial phase of MTSS implementation, including evaluating the effectiveness of current strategies, identifying potential community and agency partners, and developing shared systems of delivery and accountability. Across all three LCAP years, the school will provide targeted professional development for general education teachers, grade-level leads, department chairs, learning guides, after-school staff, and site administrators</p>	<p>Golden Charter Academy will monitor the effectiveness of this action using both quantitative and qualitative data. Chronic absenteeism rates will be disaggregated by student group and tracked over time to assess the impact of outreach and support efforts. Office discipline referrals (ODRs), suspension rates, and restorative practices data will be used to evaluate improvements in school climate and student behavior outcomes.</p> <p>Progress monitoring tools within the MTSS framework will be utilized to assess student response to interventions and fidelity of Tier 1, Tier 2, and Tier 3 support</p>

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	<p>Scope: Schoolwide</p>	<p>to strengthen their capacity to support student well-being. Training will focus on reducing chronic absenteeism and behavioral referrals, improving classroom culture, and fostering inclusive environments where all students feel seen, heard, and valued.</p> <p>Additionally, the existing attendance secretary role is being restructured into a Student Welfare and Attendance Coordinator (SWAC). This individual will support school–family collaboration, facilitate proactive communication with families, and coordinate with the MTSS and community schools teams to ensure wraparound support for students who are disengaged or chronically absent. This reflects GCA’s belief that student success requires shared ownership between school and home, with systems designed to address root causes and reduce punitive responses.</p> <p>By building a schoolwide structure that addresses attendance, behavior, and engagement comprehensively, GCA ensures that unduplicated students receive timely, targeted, and supportive interventions that foster long-term academic and personal success.</p>	<p>implementation. Attendance intervention logs and case management records maintained by the Student Welfare and Attendance Coordinator will inform trends in student engagement and family communication.</p> <p>In addition, student surveys related to school connectedness, safety, and relationships will be reviewed to evaluate the quality of student experience on campus. Participation in professional development sessions will be tracked, and feedback will be used to adjust training offerings. GCA will also use family engagement metrics—such as participation in attendance meetings, SSTs, and student support conferences—to assess the strength of home–school partnerships that are critical to the success of this action.</p>
2.2	<p>Action: Partnerships/ Outdoor Education</p>	<p>This action is implemented schoolwide to ensure equitable access to high-quality outdoor education,</p>	<p>GCA will monitor the effectiveness of this action</p>

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	<p>Need: Unduplicated pupils—English learners, foster youth, students experiencing homelessness, and low-income students—often face limited access to enriching, out-of-school learning experiences that support whole-child development. These students are more likely to encounter barriers related to transportation, cost, and familial or housing instability, which prevent participation in extracurricular activities, nature-based learning, or college and career exploration. Additionally, these students may experience chronic stress, trauma, and disconnection from community, requiring intentional opportunities for wellness, social-emotional development, and identity formation. To thrive academically and personally, they need consistent access to experiential learning that supports healing, builds confidence, fosters a sense of belonging, and promotes career and civic engagement.</p> <p>Scope: Schoolwide</p>	<p>service learning, and community-based experiences for all students—particularly unduplicated pupils who benefit most from exposure to nature, career pathways, and civic participation. Because unduplicated students are enrolled across all grade levels and often face systemic barriers to enrichment, providing these supports at a schoolwide level ensures every student has access regardless of circumstance.</p> <p>Golden Charter Academy is committed to sustaining and refining its partnerships with Fresno Chaffee Zoo and other local agencies to deliver field-based learning that is grounded in environmental stewardship, community engagement, and student well-being. Through these partnerships, GCA students will participate in day and overnight field trips, outdoor service projects, and real-world investigations that integrate academic content with environmental literacy and social-emotional development.</p> <p>Overnight and day field trips will contribute to GCA's wellness and healing-centered approach by providing students with access to natural environments, opportunities for physical activity, and a sense of freedom and exploration outside the traditional classroom. These experiences foster connection with peers and adults, promote teamwork and self-confidence, and allow students to experience open spaces, wilderness, and the restorative effects of nature. Substantial research supports the value of outdoor education in promoting positive adolescent development (Cason & Gillis, 1994; Dillon et al., 2006; Hattie et al., 1997; Norton & Watt, 2013), including gains in</p>	<p>through a variety of metrics. Student participation data will be collected for day and overnight field trips, service learning activities, and community-based experiences, disaggregated by student group to ensure equitable access for unduplicated pupils. Student engagement and school connectedness will be measured through annual surveys, with particular attention to perceptions of belonging, relevance of learning, and connection to community.</p> <p>Attendance and behavioral data will also be reviewed to assess the impact of these experiences on overall student well-being and school climate. Pre- and post-trip reflections and project-based learning assessments will be used to capture student learning, growth in environmental literacy, and development of civic and leadership skills.</p>

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		motivation, emotional resilience, academic performance, and identity development.	Feedback from partner organizations, students, and families will inform refinement of partnerships and experiences. Additionally, GCA will track professional development participation among staff to ensure alignment with the pedagogical goals of outdoor and experiential education. The ultimate goal is to create meaningful, accessible, and healing-centered opportunities that improve academic, social-emotional, and life outcomes for all students, with a particular focus on those who have been historically underserved.
2.3	<p>Action: Family Engagement Opportunities (Pridelands events, Family Conferences)</p> <p>Need: Families of unduplicated pupils—particularly English learners, foster youth, students experiencing homelessness, and low-income students—often face systemic barriers that hinder consistent engagement with schools. These may include language access, limited transportation, nontraditional work schedules, lack of trust in school systems, and</p>	<p>This action is implemented schoolwide to ensure that all families—especially those of unduplicated pupils—have access to consistent, culturally responsive, and inclusive family engagement opportunities. Because unduplicated students are served across all grade levels and classrooms, a schoolwide approach ensures alignment in outreach, programming, and communication.</p> <p>Golden Charter Academy will expand and refine its family engagement offerings through both in-person and virtual sessions to meet the needs of diverse families and reduce participation barriers.</p>	The effectiveness of this action will be measured through multiple forms of data collection. GCA will track family attendance and participation in Pridelands events, Family Conferences, and other engagement opportunities, with disaggregation by student group to ensure outreach is reaching unduplicated pupils'

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	<p>unfamiliarity with educational processes. As a result, many families are underrepresented in decision-making spaces and may not feel a strong connection to their child’s school community. A demonstrated need exists to expand culturally responsive and accessible engagement opportunities that foster relationships, increase family voice, and strengthen partnerships that support student success. This is particularly important in ensuring that students from historically underserved backgrounds benefit from aligned support between home and school.</p> <p>Scope: Schoolwide</p>	<p>Signature events, including Pridelands family nights and Family Conferences, are designed to create welcoming environments where families can learn about their child’s academic progress, receive tools for supporting learning at home, and build trusting relationships with educators and school leaders. These gatherings are structured to be interactive and culturally affirming, and will increasingly include opportunities for family feedback, decision-making, and two-way communication.</p> <p>For English learner families, additional efforts will include interpretation and translation services, multilingual outreach, and targeted sessions that explain programs such as reclassification, ELPAC, and instructional support services. For families experiencing housing instability or economic hardship, flexible scheduling, transportation support, and connection to community-based resources will be prioritized. These efforts ensure families feel valued and equipped to partner with the school to support their child’s development.</p> <p>Through these strategies, GCA seeks to foster a stronger sense of community, increase parent participation in school planning and governance, and ultimately support improved academic and social outcomes for students—particularly those who are low-income or English learners.</p>	<p>families. The school will administer family surveys annually to assess perceptions of school climate, communication quality, and opportunities for involvement and decision-making.</p> <p>Feedback forms from family events and sessions will be used to identify areas for improvement and inform future planning. The number of families accessing virtual sessions or requesting interpretation services will also be monitored as indicators of accessibility and responsiveness. GCA will additionally review parent participation in advisory bodies, such as ELAC or SSC, and use this information to assess the extent to which families are engaged in governance and school improvement efforts.</p> <p>Through these metrics, the school will continuously evaluate and refine its family engagement practices to ensure they</p>

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			are inclusive, effective, and aligned with the needs of families from historically underserved communities.
2.4	<p>Action: After-School & Summer School Programming</p> <p>Need: Unduplicated pupils—including English learners, foster youth, students experiencing homelessness, and low-income students—often experience learning loss, limited access to enrichment opportunities, and reduced supervision outside of regular school hours. These students may lack access to structured academic support, extracurricular activities, or safe, consistent environments beyond the school day. Additionally, without intentional support during summer months, unduplicated pupils are more likely to experience regression in academic performance and engagement. There is a clear need to provide extended learning opportunities that promote academic growth, social-emotional development, and meaningful connection to school, especially for students who are most vulnerable to opportunity gaps.</p> <p>Scope: Schoolwide</p>	<p>This action is implemented on a schoolwide basis to ensure that all students, particularly unduplicated pupils, have equitable access to extended learning opportunities that support academic achievement and student well-being. Golden Charter Academy's in-house after-school program is designed to supplement the core instructional program by offering structured academic assistance, enrichment activities, social-emotional learning, and opportunities for community building.</p> <p>The after-school program serves as an essential intervention for students who require additional time and support to master grade-level content, complete homework, or receive mentoring and behavioral guidance. English learners benefit from integrated language development supports, while students experiencing housing instability or economic hardship are provided with a safe and consistent environment after school hours.</p> <p>Academic data—including classroom assessments, NWEA MAP Growth results, interim assessments, and teacher input—will be used to identify students for small-group after-school tutoring. Tutoring groups will be formed based on identified skill gaps in literacy and mathematics, with content aligned to prioritized standards and scope and sequence pacing. The Student Services and instructional leadership teams will</p>	<p>Golden Charter Academy will monitor the effectiveness of its after-school and summer school programming through multiple measures. Participation rates will be tracked for both programs and disaggregated by student group to ensure equitable access for unduplicated pupils. Attendance and academic progress of participating students will be reviewed using internal assessments, report card data, and NWEA MAP Growth scores to determine the impact of extended learning on student achievement.</p> <p>For after-school tutoring specifically, data tied to targeted skills will be used to measure academic growth. Tutoring group rosters, session logs, and progress monitoring forms will be reviewed regularly</p>

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		<p>collaborate to ensure tutoring supports are responsive, data-driven, and aligned to Tier 2 academic interventions.</p> <p>In addition, GCA offers a summer school program designed to accelerate academic recovery, reinforce foundational skills, and prevent summer learning loss. This program includes project-based learning, environmental literacy experiences, and targeted instruction aligned with student data. Unduplicated pupils are prioritized for participation based on academic need, attendance patterns, and teacher recommendations.</p> <p>Both the after-school and summer school programs intentionally support student engagement, wellness, and identity development through culturally relevant content and hands-on learning experiences. These programs also serve to strengthen relationships between students, peers, and trusted adults, which is critical to fostering a sense of belonging and connectedness among students from historically underserved communities.</p>	<p>by instructional leadership and grade-level teams to adjust instruction and student placement.</p> <p>Behavioral data, including discipline referrals and social-emotional indicators, will also be monitored to determine the influence of extended learning on overall student well-being.</p> <p>Program staff participation in training and coordination with the instructional leadership team will be reviewed to ensure alignment with the broader goals of GCA's academic and student support priorities.</p>
2.5	<p>Action: Social Emotional Learning & Restorative Practices</p> <p>Need: Unduplicated pupils—English learners, foster youth, students experiencing homelessness, and low-income students—are more likely to experience trauma, emotional dysregulation, social isolation, and disconnection from school systems. These students often face systemic</p>	<p>This action is implemented schoolwide to ensure all students—including unduplicated pupils—begin each day with a consistent structure that fosters safety, community, and emotional readiness to learn. Golden Charter Academy's Social Emotional Learning I is designed to create a sense of purpose and belonging at the start of each day. These daily meetings are intentionally structured to include culturally responsive activities that promote social-emotional learning, relationship building, and student voice. By providing a</p>	<p>Golden Charter Academy will monitor the effectiveness of its Social Emotional Learning curriculum and restorative practices through both qualitative and quantitative measures. Student attendance and punctuality rates will be tracked over time, as participation in</p>

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	<p>inequities and instability that affect their ability to feel safe, supported, and understood within traditional educational environments. There is a clear need to provide structured opportunities for connection, emotional regulation, and social-emotional skill development in a consistent and affirming setting. In particular, these students benefit from school practices that prioritize belonging, cultural identity, and relationship-centered discipline to reduce punitive responses and increase engagement.</p> <p>Scope: Schoolwide</p>	<p>predictable and inclusive space for students to express themselves, reflect, and connect with peers and adults, it creates a foundation for academic and behavioral success—especially for students impacted by trauma or marginalization.</p> <p>Social Emotional Learning is rooted in culturally-affirming restorative practices focused on building and repairing relationships within the school community. These practices shift the focus from punitive discipline to understanding, accountability, and healing. Students are supported in resolving conflict through restorative circles, mindfulness practices, and restorative conferences, which foster student agency, personal growth, and empathy. English learners and students from diverse cultural backgrounds are seen, heard, and valued through affirming discussion prompts and culturally relevant content that honors their identities and lived experiences.</p> <p>These daily rituals are part of a larger schoolwide approach to promoting physical and emotional safety, student engagement, and strong adult-student relationships—factors that research consistently links to improved outcomes for historically underserved student groups. As part of GCA’s Multi-Tiered System of Supports (MTSS), Social Emotional Learning serve as a Tier 1 universal strategy that proactively nurtures connection and helps reduce behavior referrals and disengagement across the student population.</p>	<p>community circles contributes to improved start-of-day readiness. Office discipline referrals, suspension rates, and restorative conference data will be reviewed to assess the impact of these relationship-centered practices on school culture and behavioral outcomes, particularly for unduplicated pupils.</p> <p>Student and staff surveys will be administered to assess perceptions of school climate, safety, connectedness, and sense of belonging. Feedback from advisory sessions, including student goal-setting reflections and advisory portfolios, will provide insight into the effectiveness of personal and academic goal alignment. Observational tools and fidelity checklists will be used by site leaders and school counselors to ensure community circles are being implemented with consistency, intentionality, and cultural responsiveness.</p>

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			Professional development participation logs and coaching feedback will be used to support continuous improvement among teachers facilitating these meetings. The MTSS and student services teams will also review trends in student behavior, wellness referrals, and restorative intervention data to refine advisory practices and ensure alignment with broader student support systems. By consistently evaluating these indicators, GCA will ensure that social emotional learning and restorative practices remain a central, effective component of its whole-child approach—especially for its most vulnerable student populations.
2.6	<p>Action: Campus Safety & Sustainability</p> <p>Need: Unduplicated pupils—including English learners, foster youth, students experiencing homelessness, and low-income students—are</p>	This action is implemented on a schoolwide basis to ensure that every student at Golden Charter Academy—including unduplicated pupils—has access to a safe, predictable, and inclusive learning environment that promotes both academic excellence and social-emotional well-being. GCA is advancing this goal through the recruitment,	metrics. GCA will track office discipline referrals, suspension rates, and incident reports, disaggregated by student group, to monitor reductions in behavioral

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>disproportionately affected by environmental and school climate factors that can compromise their sense of safety and belonging. These students may experience instability, exposure to trauma, and reduced access to mental health supports and adult supervision. When school environments lack clear behavioral expectations, consistency, and trusted relationships with adults, the result is increased disciplinary incidents, disengagement, and decreased academic performance—particularly for vulnerable student populations. There is a clear need to create and sustain physically safe, emotionally supportive, and culturally affirming school environments where all students, especially those most at risk, can thrive academically and socially.</p> <p>Scope: Schoolwide</p>	<p>training, and deployment of a highly-specialized School Safety and Supervision Team. These staff members are trained in trauma-informed care, culturally responsive practices, de-escalation, and proactive supervision strategies to support a healthy and secure campus climate.</p> <p>A safe and sustainable school environment supports student learning by reducing anxiety, increasing engagement, and allowing students to take intellectual risks. In this setting, students follow clear, developmentally appropriate behavioral norms that are consistently modeled and reinforced by school staff. Supervision personnel will play a key role in maintaining this structure while also fostering positive, trust-based relationships with students—particularly those who may require additional guidance and care due to their lived experiences.</p> <p>In addition to supporting daily campus operations, the School Safety and Supervision Team will be integrated into GCA’s Multi-Tiered System of Supports (MTSS), collaborating with instructional and student services teams to respond to behavior data, prevent escalations, and intervene early. This role also supports family engagement by helping ensure arrival, dismissal, and transitions are welcoming, organized, and safe for all students. By creating an environment rooted in genuine respect and belonging, this work helps eliminate barriers to learning for unduplicated pupils and ensures they can meet GCA’s expectations for academic excellence and school behavior.</p>	<p>incidents and improvements in safety for unduplicated pupils. Student, staff, and family surveys will be used to assess perceptions of physical and emotional safety, adult-student relationships, and overall school climate.</p> <p>Additional metrics will include supervision team training participation, implementation fidelity logs, and daily observation feedback to ensure consistent and proactive student engagement. Attendance and punctuality data may also serve as indirect indicators of student comfort and readiness to engage in the school environment.</p> <p>Finally, the school will review incident response times, resolution outcomes, and staff response logs to continuously refine safety protocols and supervisory practices. These combined data sources will inform ongoing professional</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			development and continuous improvement in the areas of campus safety, sustainability, and inclusive climate development.
3.1	<p>Action: Participation in service-learning and civic action projects.</p> <p>Need: Unduplicated pupils (English Learners, Foster Youth, and Socioeconomically Disadvantaged students) need equitable access to authentic, real-world civic engagement and environmental stewardship opportunities that build leadership skills, confidence, and community connection. Many of these students face barriers to enrichment activities outside of school; therefore, schoolwide service-learning and civic action projects ensure they have the same opportunities as their peers to develop agency, voice, and responsibility in addressing community and environmental issues.</p> <p>Scope: Schoolwide</p>	<p>Providing service-learning and civic action projects on a schoolwide basis guarantees all students—including unduplicated pupils—can engage in meaningful, hands-on learning regardless of background or circumstance. By embedding projects into grade-level expectations (e.g., TK Farm to Table, K Monarch Waystation, 5th/6th City Council participation), the action removes barriers to access such as transportation, financial cost, or lack of community connections. These projects directly address the needs of unduplicated pupils by fostering civic identity, environmental literacy, and social-emotional growth while ensuring inclusivity. Offering this action schoolwide strengthens collective culture and provides continuity, so that unduplicated pupils benefit alongside peers in a way that builds belonging and equitable opportunities.</p>	<p>Participation by Grade-Level Project:</p> <p>TK: Farm to Table K: Monarch Waystation 1st: Civic Action for Habitat (Turtles) 2nd: UHS Collaborative 3rd: Clean Air Pledge; UHS Collaborative 4th: School Garden Civic Action Project 5th: City Council Meeting 6th: City Council Meeting</p> <p>Documentation through rosters, reports, and logs confirmed that:</p> <p>75% of students participated in a stewardship or service-learning project 100% of students engaged in at least one hands-on environmental learning experience</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	<p>Action: Professional Development</p> <p># of professional development hours completed by staff to effectively facilitate service-learning and civic engagement projects</p> <p>Need: Unduplicated pupils benefit most when educators are well-prepared to deliver engaging, inquiry-based instruction that connects learning to real-world civic and environmental contexts. Teachers need targeted professional development (PD) to build the skills, strategies, and confidence necessary to provide equitable access for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Without high-quality PD, unduplicated pupils may experience inconsistent instructional quality and limited access to meaningful, hands-on learning opportunities that strengthen literacy, language acquisition, and critical thinking.</p> <p>Scope: Schoolwide</p>	Professional development is provided schoolwide to ensure all staff members are equipped with the capacity to facilitate environmental literacy, service-learning, and civic engagement across all grade levels. By training all educators in inquiry-based, field-based, and stewardship learning, barriers to access are removed and unduplicated pupils receive the same high-quality instruction as their peers in every classroom. Schoolwide PD ensures consistency, equity, and fidelity of implementation, so unduplicated pupils experience culturally relevant, inclusive, and academically rigorous instruction regardless of teacher assignment.	<p>Number of professional development hours completed annually by staff focused on inquiry-based, field-based, and stewardship learning experiences</p> <p>Documentation of PD completion logs, sign-in sheets, and agendas</p>
3.3	<p>Action: Project-Based Assessments</p> <p>Need: Unduplicated pupils need consistent and equitable ways to demonstrate their learning,</p>	Implementing project-based rubrics on a schoolwide basis guarantees that all students—including English Learners, Foster Youth, and Socioeconomically Disadvantaged students—are evaluated fairly and equitably. Rubrics provide transparent expectations, language supports, and	Implementation of standardized rubrics for all service-learning and civic action projects

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>critical thinking, and problem-solving skills in service-learning and civic action projects. Without standardized rubrics and structured evaluation tools, the depth and quality of their contributions can go under-documented, limiting the ability to measure growth, provide feedback, and identify supports. A system of project-based assessments ensures unduplicated pupils have multiple pathways to show mastery and voice, while also validating their efforts and progress in authentic contexts.</p> <p>Scope: Schoolwide</p>	<p>consistent criteria that empower unduplicated pupils to succeed in projects regardless of background. Schoolwide adoption ensures that every grade-level civic action or environmental project is assessed with the same rigor, giving unduplicated pupils equal opportunities for feedback, reflection, and recognition of their growth. This consistency prevents inequities across classrooms and builds a culture of accountability and excellence for all.</p>	<p>Percentage of projects evaluated with rubrics</p> <p>Student performance data disaggregated by subgroup (unduplicated pupils) to monitor equity in learning outcomes</p>
3.4	<p>Action: Increase in Student Awareness and Knowledge</p> <p>Need: Unduplicated pupils need structured opportunities to build awareness and knowledge of community issues, sustainability practices, and civic responsibilities. Many students, especially English Learners, Foster Youth, and Socioeconomically Disadvantaged students, may have fewer opportunities outside of school to engage in civic and environmental conversations. Without intentional measurement tools, their growth in environmental literacy and civic awareness may go undocumented, making it difficult to provide targeted supports that ensure equitable outcomes.</p>	<p>This action ensures that all students, including unduplicated pupils, participate in pre- and post-assessments that capture growth in environmental awareness and civic responsibility. By implementing schoolwide standardized tools (NGSS-aligned surveys, reflection logs, and rubric-based project evaluations), every student's progress can be measured consistently. Schoolwide implementation eliminates inequities in how growth is tracked, ensuring unduplicated pupils' voices and learning are represented in data-driven decisions. Providing this action across the LEA guarantees that unduplicated pupils benefit equally, regardless of grade level or teacher assignment.</p>	<p>Administration of pre- and post-surveys measuring awareness of community issues, sustainability practices, and civic responsibilities</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.5	<p>Action: Impact Assessments of Community Projects</p> <p>Need: Unduplicated pupils need to see the real-world impact of their civic and environmental projects in order to develop a sense of agency, belonging, and responsibility. Many of these students may not otherwise have opportunities to observe how their actions directly affect their community or environment. Without intentional impact assessments, the contributions of unduplicated pupils may go unrecognized, limiting their motivation and engagement in future civic action.</p> <p>Scope: Schoolwide</p>	By implementing qualitative and quantitative assessments of civic action projects across the school, all students—including English Learners, Foster Youth, and Socioeconomically Disadvantaged students—gain recognition for their contributions and learn how their actions create measurable change. A schoolwide system ensures equity: no matter the grade level, teacher, or project type, unduplicated pupils have their work documented and celebrated. Schoolwide implementation also builds a shared culture of stewardship and accountability, reinforcing that every student's voice and actions matter in shaping their community and environment.	<p>Implementation of qualitative and quantitative impact assessments of civic action projects</p> <p>Completion rates of student-led presentations, exhibitions, and reports on project outcomes</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to fund an additional Instructional Aides providing direct services to students. (Goal 1, Action 3)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,761,014	1,658,085	34.826%	0.000%	34.826%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,508,259.00	\$1,529,860.00	\$0.00	\$388,473.00	\$5,426,592.00	\$4,187,488.00	\$1,239,104.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	GCA Highly Qualified Faculty/Staff	All	No					\$1,850,174.00	\$0.00	\$1,850,174.00				\$1,850,174.00	
1	1.2	Teacher Development System for GCA Best Practices	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$315,400.00	\$72,000.00	\$387,400.00				\$387,400.00	
1	1.3	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$884,192.00	\$258,500.00	\$588,836.00	\$224,108.00		\$329,748.00	\$1,142,692.00	
1	1.4	Special Education Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$361,840.00	\$72,000.00	\$4,838.00	\$370,277.00		\$58,725.00	\$433,840.00	
1	1.5	High-quality, standards-aligned curriculum and instructional materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$28,100.00	\$0.00	\$28,100.00				\$28,100.00	
2	2.1	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools									
2	2.2	Partnerships/ Outdoor Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$144,500.00	\$144,500.00				\$144,500.00	
2	2.3	Family Engagement Opportunities (Pridelands events, Family Conferences)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	After-School & Summer School Programming	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$408,910.00	\$445,989.00	\$2,606.00	\$852,293.00			\$854,899.00	
2	2.5	Social Emotional Learning & Restorative Practices	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$99,127.00	\$10,115.00	\$109,242.00				\$109,242.00	
2	2.6	Campus Safety & Sustainability	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$239,745.00	\$24,000.00	\$180,563.00	\$83,182.00			\$263,745.00	
3	3.1	Participation in service-learning and civic action projects.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.2	Professional Development # of professional development hours completed by staff to effectively facilitate service-learning and civic engagement projects	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$112,000.00	\$112,000.00				\$112,000.00	
3	3.3	Project-Based Assessments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools									
3	3.4	Increase in Student Awareness and Knowledge	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.5	Impact Assessments of Community Projects	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools									

2025-26 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
4,761,014	1,658,085	34.826%	0.000%	34.826%	\$1,658,085.00	0.000%	34.826 %	Total:	\$1,658,085.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,658,085.00

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	1.2	Teacher Development System for GCA Best Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$387,400.00	
1	1.3	Multi-Tiered Systems of Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$588,836.00	
1	1.4	Special Education Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,838.00	
1	1.5	High-quality, standards-aligned curriculum and instructional materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$28,100.00	
2	2.1	Multi-Tiered Systems of Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Partnerships/ Outdoor Education	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$144,500.00	
2	2.3	Family Engagement Opportunities (Pridelands	Yes	Schoolwide	English Learners Foster Youth	All Schools	\$60,000.00	

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 (%)
		events, Family Conferences)			Low Income			
2	2.4	After-School & Summer School Programming	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,606.00	
2	2.5	Social Emotional Learning & Restorative Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$109,242.00	
2	2.6	Campus Safety & Sustainability	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$180,563.00	
3	3.1	Participation in service-learning and civic action projects.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.2	Professional Development # of professional development hours completed by staff to effectively facilitate service-learning and civic engagement projects	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$112,000.00	
3	3.3	Project-Based Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.4	Increase in Student Awareness and Knowledge	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.5	Impact Assessments of Community Projects	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,662,421.00	\$5,494,290.00

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	1.1	GCA Highly Qualified Faculty/Staff	Yes	\$1,735,966	\$1,878,193
1	1.2	Teacher Development System for GCA Best Practices	Yes	\$118,000	\$84,000
1	1.3	Multi-Tiered Systems of Support	Yes	\$1,254,129	\$1,342,289
1	1.4	Special Education Program	Yes	\$374,896	\$383,562
1	1.5	High-quality, standards-aligned curriculum and instructional materials	Yes	\$28,100	\$78,409
2	2.1	Multi-Tiered Systems of Support	Yes	\$0	\$0
2	2.2	Partnerships/ Outdoor Education	Yes	\$82,000	\$144,500
2	2.3	Family Engagement Opportunities (Pridelands events, Family Conferences)	Yes	\$15,150	\$13,369
2	2.4	After-School & Summer Camp Programming	Yes	\$452,293	\$855,894
2	2.5	Morning Meetings (Advisory) & Restorative Practices	Yes	\$185,312	\$109,055
2	2.6	Campus Safety & Sustainability	Yes	\$264,575	\$460,388

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)
3	3.1	Place-Based, Environmental Education, Civic Action, Project-Based Professional Learning	Yes	\$20,000	\$20,000
3	3.2	Outdoor Education/ Experiential Learning/Place- Based Learning	Yes	\$72,000	\$68,631
3	3.3	High-quality, standards-aligned curriculum and instructional materials	Yes	\$0	\$0
3	3.4	Sustainable facilities & operations	Yes	\$20,000	\$20,000
3	3.5	[A short title for the action; this will appear in the Action tables]	Yes	\$40,000	\$36,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,421,591	\$1,579,569.00	\$1,697,541.00	(\$117,972.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	GCA Highly Qualified Faculty/Staff	Yes	\$181,949	\$146,730		
1	1.2	Teacher Development System for GCA Best Practices	Yes	\$107,331	\$84,000		
1	1.3	Multi-Tiered Systems of Support	Yes	\$682,616	\$491,113		
1	1.4	Special Education Program	Yes	\$536	\$25,346		
1	1.5	High-quality, standards-aligned curriculum and instructional materials	Yes	\$28,100	\$78,409		
2	2.1	Multi-Tiered Systems of Support	Yes	\$0	\$0		
2	2.2	Partnerships/ Outdoor Education	Yes	\$82,000	\$144,500		
2	2.3	Family Engagement Opportunities (Pridelands events, Family Conferences)	Yes	\$15,150	\$13,369		
2	2.4	After-School & Summer Camp Programming	Yes	\$0	\$0		
2	2.5	Morning Meetings (Advisory) & Restorative Practices	Yes	\$65,312	\$109,055		
2	2.6	Campus Safety & Sustainability	Yes	\$264,575	\$460,388		
3	3.1	Place-Based, Environmental Education, Civic Action,	Yes	\$20,000	\$20,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Project-Based Professional Learning					
3	3.2	Outdoor Education/ Experiential Learning/Place-Based Learning	Yes	\$72,000	\$68,631		
3	3.3	High-quality, standards-aligned curriculum and instructional materials	Yes	\$0	\$0		
3	3.4	Sustainable facilities & operations	Yes	\$20,000	\$20,000		
3	3.5	[A short title for the action; this will appear in the Action tables]	Yes	\$40,000	\$36,000		

2024-25 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)
\$3,954,254	\$1,421,591	0.000%	35.951%	\$1,697,541.00	0.000%	42.929%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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