LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Charter Academy

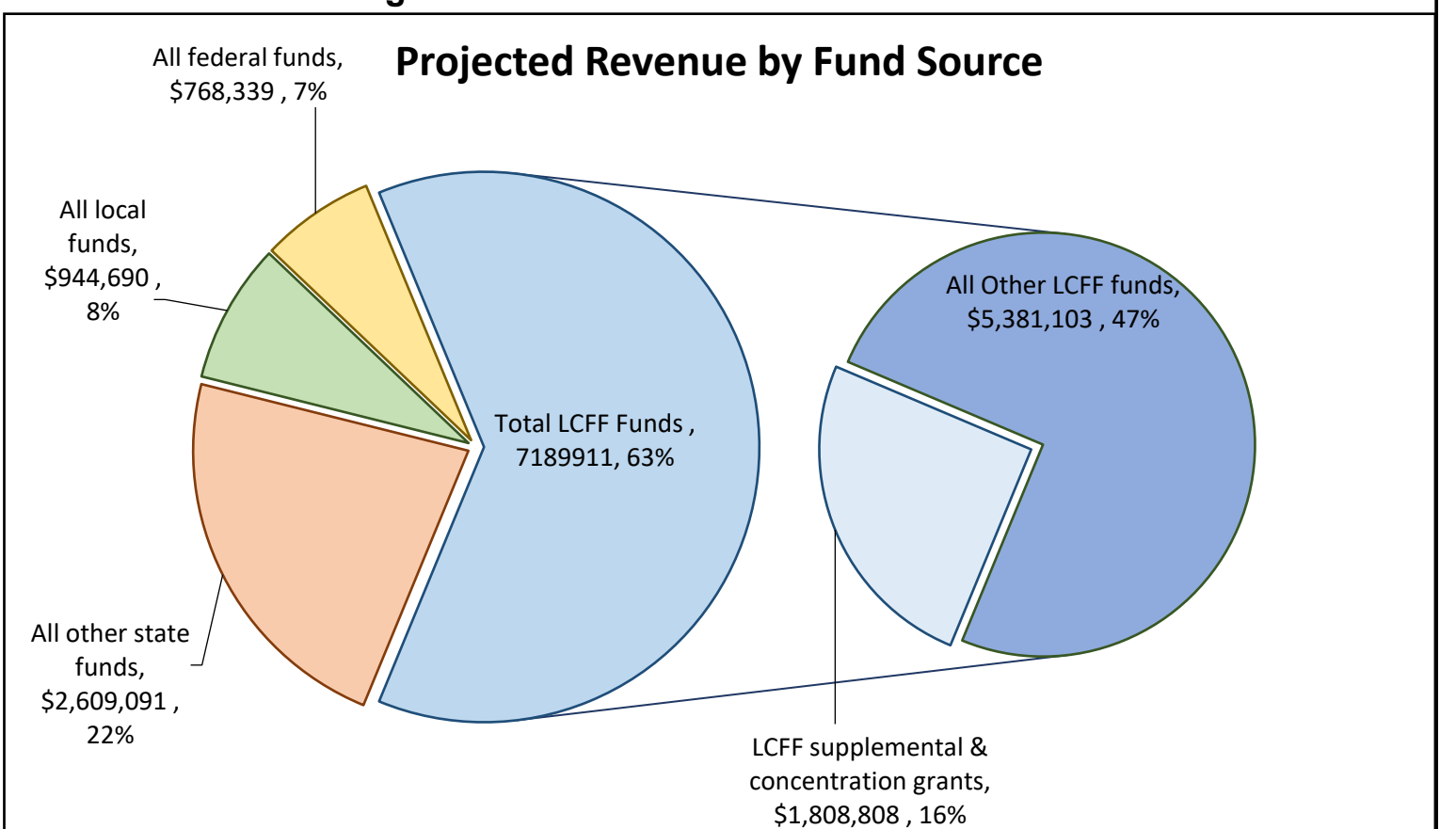
CDS Code: 10 62166 0140764

School Year: 2026 - 27

LEA contact information: Stephen Morris, Interim Head of Schools.morris@goldencharteracademy.org

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

Budget Overview for the 2026 - 27 School Year

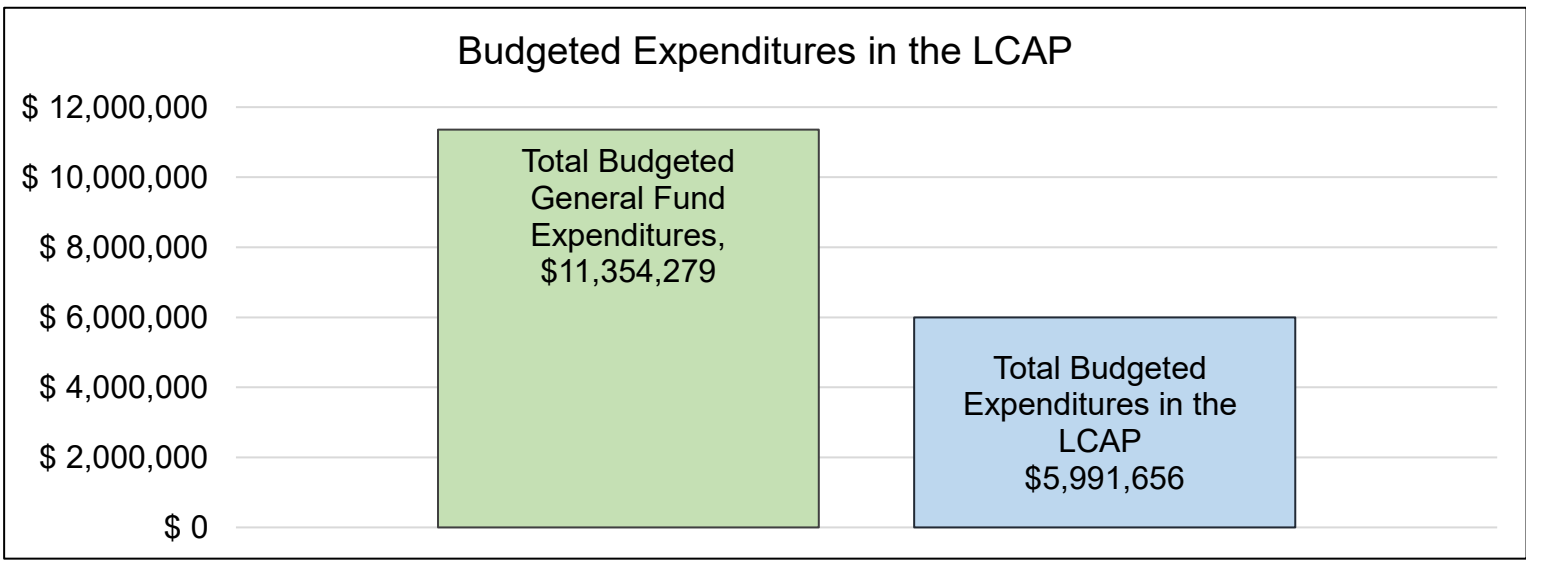


This chart shows the total general purpose revenue Golden Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Charter Academy is $11,512,031.00, of which $7,189,911.00 is Local Control Funding Formula (LCFF), $2,609,091.00 is other state funds, $944,690.00 is local funds, and $768,339.00 is federal funds. Of the $7,189,911.00 in LCFF Funds, $1,808,808.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Golden Charter Academy plans to spend $11,354,279.00 for the 2026 - 27 school year. Of that amount, $5,991,656.00 is tied to actions/services in the LCAP and $5,362,623.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

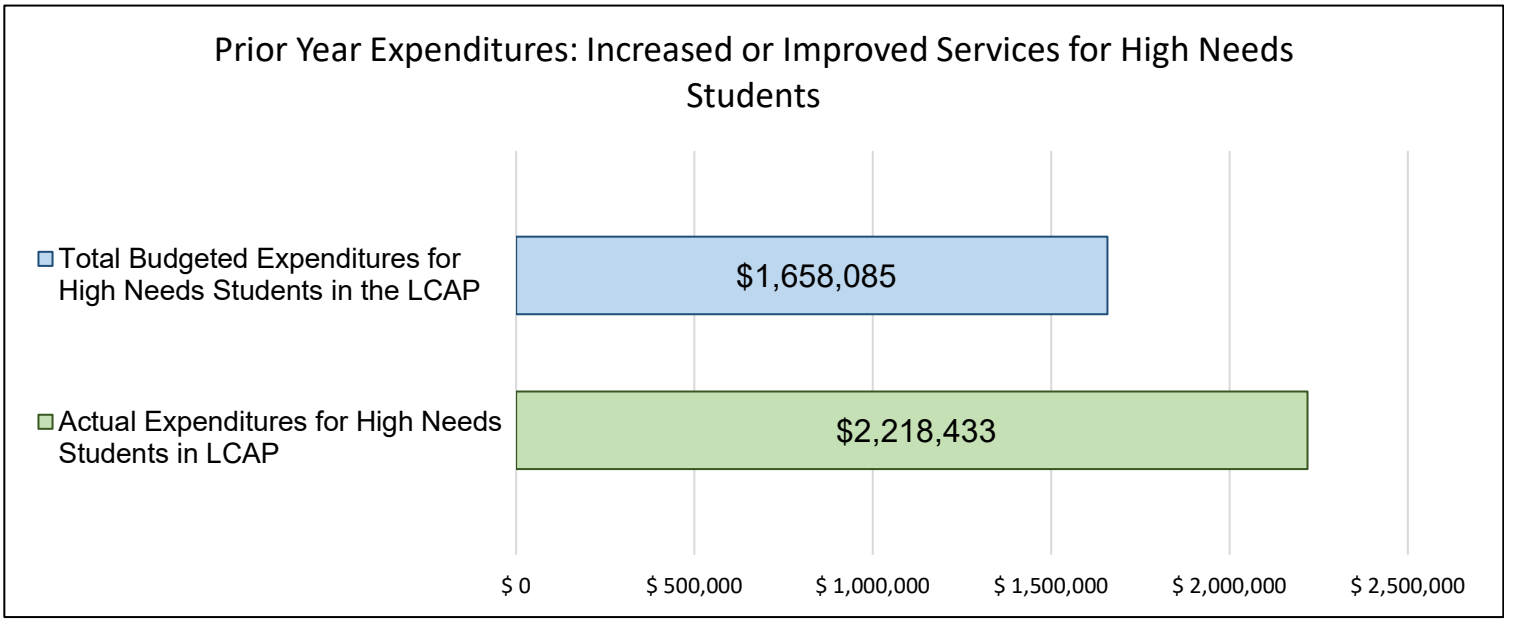
Budgeted General Fund Expenditures not included in the 2026-27 plan include meals program, operating

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

In 2026 - 27, Golden Charter Academy is projecting it will receive $1,808,808.00 based on the enrollment of foster youth, English learner, and low-income students. Golden Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Charter Academy plans to spend $1,808,807.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

LCFF Budget Overview for Parents

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



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 2025 - 26, Golden Charter Academy's LCAP budgeted $1,658,085.00 for planned actions to increase or improve services for high needs students. Golden Charter Academy actually spent $2,218,433.00 for actions to increase or improve services for high needs students in 2025 - 26.

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, Founder & CEO, Stephen Morris Interim Head of School, Principal	robert@goldencharteracademy.org, s.morris @goldencharteracademy.org 559-293-3157, 559-293-3157, 559-293-3157

Plan Summary [2026-27]

General Information

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

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 civic stewardship, 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 English 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 all built upon a foundation of critical thinking using advanced literacy and numeracy skills. 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 Deans List platform in the 2025 - 2026 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.

DIBELS benchmark data further highlighted ongoing foundational literacy needs across multiple grade levels. Mid-year results indicated that a significant percentage of students remained below or well below benchmark expectations in reading composite scores, particularly in grades 4–6. These findings reinforced the need for continued literacy intervention, small-group instruction, progress monitoring, and targeted MTSS supports to accelerate reading growth and strengthen foundational literacy skills for struggling students and newly enrolled scholars.

Family engagement and community connection continue to be strengths at Golden Charter Academy, with consistent opportunities designed to inform families, showcase student learning, and build community. During the 2024–2025 school year, GCA maintained at least 80% participation across multiple schoolwide events, including beginning-of-year orientation, family conferences, and grade-level presentations of learning. Most notably, 391 families attended grade-level presentations either on campus or off campus throughout the school year.

Collaboration between the attendance team, counselors, and instructional staff supported ongoing efforts to address chronic absenteeism through targeted outreach and family-centered intervention strategies. Across the 2024–2025 school year, GCA maintained an average daily attendance (ADA) rate of 89%, with early learning periods (LP1–LP2) reaching 91–92%. However, attendance declined during portions of the mid-to-late school year, with some learning periods falling to 87–86%. In response, GCA strengthened its School Attendance Review Team (SART) processes through regular case reviews and individualized

attendance supports. CHKS indicators related to school connectedness, meaningful participation, and student wellness reinforced the importance of proactive attendance interventions and relationship-centered support systems for students experiencing 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-school 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.

California Healthy Kids Survey (CHKS) participation increased during the 2025–2026 school year, providing more representative school climate and wellness data to inform continuous improvement efforts. Survey results identified strengths in high expectations (80%), caring adult relationships (68%), and meaningful participation (64%). Students also reported positive levels of academic motivation (51%) and school connectedness (50%). At the same time, CHKS data identified areas for continued growth, including perceived school safety (38%) and harassment/bullying indicators. Mental health data further highlighted ongoing student wellness needs, including chronic sadness (37%) and social-emotional distress (31%), reinforcing the importance of continued investment in counseling, MTSS supports, PBIS implementation, and student wellness initiatives. GCA will continue strengthening communication with families and students regarding survey participation and data collection practices to ensure ongoing access to

meaningful stakeholder feedback that informs school climate, wellness, and continuous improvement efforts.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

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, staff, and family feedback through the California Healthy Kids Survey (CHKS), California School Staff Survey (CSSS), California School Parent Survey (CSPS), and additional internal surveys administered throughout the school year to inform decisions related to instructional quality, school culture, student wellness, safety, and enrichment opportunities. Survey data provides valuable insight into students' academic experiences, perceptions of belonging and connectedness, school climate, and engagement in learning opportunities, ensuring educational partner voice remains centered in continuous improvement efforts. Recent survey findings identified strengths in caring adult relationships, high expectations, and meaningful participation, while also highlighting ongoing areas of focus related to school safety, student wellness, and school connectedness.

Educational Partner(s)	Process for Engagement
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 parent advisory council to develop support programs that support student achievement and school engagement. Two times per year, GCA offers family conferences where families meet with their 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.
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

Educational Partner(s)	Process for Engagement
	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.
Governing Board	Golden Charter Academy engaged educational partners through multiple opportunities for input and feedback in the

Educational Partner(s)	Process for Engagement
	development of the 2025–2026 LCAP. Educational Partner Engagement Dates • 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 The LCAP Adoption, presentation of the Local Indicators, and Budget Adoption will all occur at the Governing Board meeting on June 18, 2026. Feedback from these engagements informed revisions to goals, actions, and expenditures reflected in the final LCAP.

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 the California Healthy Kids Survey (CHKS), internal surveys, and feedback opportunities related to instructional quality, extracurricular activities, and place-based learning experiences. These insights help assess student engagement, school connectedness, safety, and wellness. Recent CHKS findings identified strengths in caring adult relationships, high expectations, and meaningful participation, while also highlighting ongoing areas of focus related to school safety, bullying prevention, and student wellness. Student feedback on enrichment offerings and environmental learning has contributed to the continued expansion of field-based programming and science partnerships reflected throughout the adopted LCAP.

Parents participate in multiple engagement opportunities throughout the school year. GCA hosts parent-teacher conferences twice annually and administers the California School Parent Survey (CSPS) alongside additional schoolwide surveys to gather perspectives on academic programs, student support services, school climate, and family engagement. A Parent Advisory Council also contributes to shaping schoolwide priorities and developing programs to support student success. Parent feedback has identified continued interest in literacy intervention, after-school opportunities, and student wellness supports, contributing to expanded small-group reading interventions, extracurricular partnerships, and student support services reflected in Goals 2 and 3.

Teachers and classified staff provide structured input during Q2 and Q3 through staff meetings, targeted surveys, and feedback sessions. These opportunities allow educators to contribute insights regarding instructional needs, professional development, curriculum fidelity, and student interventions. Their feedback has directly influenced the addition of teacher collaboration time, planning protocols, and expanded professional learning opportunities in the adopted LCAP under Goal 1. Teachers also play 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 has helped shape monitoring systems and resource allocations adopted under revised Goal 4 metrics to better track program outcomes.

Classified personnel—including instructional aides, custodial staff, and front office teams—are invited to participate in feedback sessions during staff meetings and through all-staff surveys. Their perspectives on school operations, student safety, and campus climate help 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 has helped expand environmental learning outcomes and literacy services, which are embedded in revised action steps under Goals 1 and 2.

Goals and Actions

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

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.

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.

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.

Local literacy screening data, including DIBELS benchmark assessments, also identified continued foundational reading needs requiring targeted intervention, small-group instruction, and ongoing progress monitoring.

These interventions and resources will continue to support English learners and low socioeconomic students by providing teachers

with additional resources that allow students to access grade-level standards regardless of their language proficiency. Additionally, these additional learning tools allow teachers to differentiate educational curricula to support low-income students with the scaffolds needed to fill learning gaps and improve accessibility. The use of these additional resources is designed to meet the needs most associated with English learners and low-income youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect our work around this goal to continue to reduce the achievement gap for English learners and low-income on state and local ELA and math assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts Performance CAASPP English Language Arts (3rd-8th) • Met/Exceeded • Avg Distance from Meeting Standard (DFS) NWEA Growth Reading (K-8) • Growth • Achievement ELPAC Performance • Percentage of English Learners who make	2024 CAASPP ELA Performance • 3rd: Met/Exceeded: 17.02% DFS: -94 • 4th: Met/Exceeded:19 .57% DFS: -105 • 5th: Met/Exceeded:31 .91% DFS: - 58 NWEA MAP Reading Spring - ELA Performance Kindergarten: 57% 1st Grade: 26% 2nd Grade: 18%	2025 CAASPP - ELA Met/Exceeded Performance 3rd Grade: Met/Exceeded: 31.41% DFS: -74 4th Grade: Met/Exceeded: 14.28% DFS: -101 5th Grade: Met/Exceeded:23 . 81% DFS: -83 6th Grade: 9.8% Met/Exceeded: DFS: -110	Official 2025–2026 CAASPP ELA results, including Distance from Standard (DFS), and Summative ELPAC results were not finalized at the time this LCAP was developed. While preliminary CAASPP ELA results were available through TOMS, official results had not yet been released and were	2026 CAASPP - ELA Met/Exceeded Performance 3rd Grade: Met/Exceeded: 33.41% DFS: -71 4th Grade: Met/Exceeded: 16.28% DFS: -98 5th Grade: Met/Exceeded: 25.81% DFS: -81 6th Grade: 11.8% Met/Exceeded: DFS: -108	CAASPP ELA current-year results are not finalized; therefore, no updated difference from baseline can be reported at this time. Additionally, NWEA MAP Reading was discontinued during the reporting period due to transition to a new interim assessment system; therefore, no comparable NWEA ELA baseline difference is available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	progress on ELPAC	3rd Grade: 24% 4th Grade: 11% 5th Grade: 19% Spring 2024 Summative ELPAC • 0% Data Year: 2023/2024 Data Source: California School Dashboard and Local Data	NWEA MAP ELA Performance (Spring 2025) Kindergarten: 53% 1st Grade: 27% 2nd Grade: 28% 3rd Grade: 29% 4th Grade: 19% 5th Grade: 18% 6th Grade: 15% Spring 2025 Summative ELPAC • 50% Data Year: 2024/2025 Data Sources: TOMS, California School Dashboard, and Local Data	therefore not used for reporting outcomes. Additionally, the LEA transitioned from the NWEA MAP Reading assessment to the CAASPP ELA Interim Assessment Blocks (IABs) during the 2025–2026 school year. Because these assessments are not directly comparable, beginning-of-year NWEA MAP Reading data is not compared to end-of-year CAASPP ELA IAB results.	NWEA MAP ELA Performance (Spring 2025) Kindergarten: 55% 1st Grade: 29% 2nd Grade: 30% 3rd Grade: 31% 4th Grade: 21% 5th Grade: 21% 6th Grade: 17% Spring 2025 Summative ELPAC • 52% Data Year: 2025/2026 Data Sources: TOMS, California School Dashboard, and Local Data	
1.2	Mathematics Performance CAASPP Math (3rd-8th) • Met/Exceeded • Avg Distance	Spring 2024 CAASPP Math Met/Exceeded Performance • 5th: Met/Exceeded	2025 CAASPP - Math Met/Exceeded Performance 3rd Grade: Met/Exceeded19.	Official 2025–2026 CAASPP Mathematics results, including Distance from	2026 CAASPP - Math Met/Exceeded Performance 3rd Grade: Met/Exceeded	CAASPP Mathematics current-year results are not finalized; therefore, no updated difference from baseline can be reported at this time.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from Meeting Standard (DFS) NWEA Growth Math (K 8) • Growth • Achievement	0% DFS: -120.11 • 4th: Met/Exceeded 23.92% DFS: -121.54 • 3rd: Met/Exceeded: 7.02% DFS: -71.57 NWEA MAP Spring 2024 - Math Performance Kindergarten: 56% 1st Grade: 36% 2nd Grade: 27% 3rd Grade: 22% 4th Grade: 7% 5th Grade: 7% Data Year: 2023/2024 Data Source: California School Dashboard and Local Data	2 3% DFS: -57.35 4th Grade: Met/Exceeded: 4.08% DFS: -97.41 5th Grade: Met/Exceeded: 9.52% DFS: - 105.07 NWEA Map - Math Met/Exceeded Performance (Spring 2025) Kindergarten: 64% 1st Grade: 40% 2nd Grade: 46% 3rd Grade: 28% 4th Grade: 9% 5th Grade: 8% 6th Grade: 7% Data Year: 2024/2025 Data Source: California School Dashboard and Local Data	Standard (DFS), were not finalized at the time this LCAP was developed. While preliminary CAASPP Mathematics results were available through TOMS, official results had not yet been released and were therefore not used for reporting outcomes. Additionally, the LEA transitioned from the NWEA MAP Mathematics assessment to a new interim assessment system during the reporting period, so comparable NWEA Mathematics growth and achievement data were not	21.23% DFS: -53.35 4th Grade: Met/Exceeded: 6.08% DFS: -95.41 5th Grade: Met/Exceeded: 11.52% DFS: - 103.07 NWEA Map - Math Met/Exceeded Performance (Spring 2026) Kindergarten: 66% 1st Grade: 42% 2nd Grade: 48% 3rd Grade: 30% 4th Grade: 11% 5th Grade: 10% 6th Grade: 9% Data Year: 2025/2026 Data Source: California School Dashboard and Local Data	Additionally, NWEA MAP Mathematics was discontinued during the reporting period due to transition to a new interim assessment system; therefore, no comparable NWEA Math baseline difference is available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				available for inclusion in this LCAP cycle.		
1.3	Science Performance CAST Science (3rd-8th) • Met/Exceeded NWEA Growth Science (2-8) • 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	Official 2025–2026 CAST (California Science Test) results were not finalized at the time this LCAP was developed. While preliminary results may have been available through TOMS, official CAST data had not yet been released and were therefore not used for reporting outcomes in this LCAP cycle. Additionally, NWEA MAP Science data were not available for comparison due to the LEA's transition to a new interim	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	CAST (Science) current-year results are not available; therefore, no updated difference from baseline can be reported at this time. Additionally, NWEA MAP Science data is not available for comparison due to the transition to a new interim assessment system, and no comparable NWEA Science baseline difference is available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				assessment system, and no comparable NWEA Science baseline or growth data are available for inclusion in this reporting cycle.		

Goal Analysis [2025-26]

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

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

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. Similarly, DIBELS benchmark data reflected persistent foundational literacy gaps among students requiring targeted intervention and accelerated reading support.

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 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.

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.

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.	$2,130,225	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, civic-project base 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.	$561,204	Yes
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	$949,506	Yes

		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.		
1.4	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 special education within the MTSS and PBIS frameworks; ongoing partnership with FCSS Charter SELPA to ensure service fidelity and legal compliance.	$627,346	Yes

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	Average Daily Attendance: 89.53% (90% goal, -0.47%) • 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)	Average Daily Attendance 89% (90% goal, - 1%) • 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 86.5% (91% goal, - 4.5%) • TK: 85% • K: 85% • 1st: 86% • 2nd: 88% • 3rd: 86% • 4th: 85% • 5th: 86% • 6th: 90% • 7th: 88% Data Year: 2025/2026	Average Daily Attendance TBD (91% goal) • 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 • TK: -2.15% • K: -5.85% • 1st: -2.76% • 2nd: -2.01% • 3rd: - 4.46% • 4th: -4.04% • 5th: - 3.67% • 6th: N/A (No Data in 2023/2024) • 7th: 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
		Data Year: 2023/2024 Data Source: School Pathways Attendance				
2.2	Student Dispositions: Safety, Engagement, Autonomy & Empowerment • 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	• CHKS Student Survey (Maintain 70% goal) • 71% of students report that they feel safe at school Grade 3 – 73% Grade 4 – 63% Grade 5 – 76% • 66% of students report that they feel connected at school Grade 3 – 65% Grade 4 – 65% Grade 5 – 67% • Discipline Data • 11.2% of students received	• CHKS Student Survey (Maintain 70% goal) • 79% of students report that they feel safe at school Grade 3 – 84% Grade 4 – 74% Grade 5 – 78% • 73% of students report that they feel connected at school Grade 3 – 75% Grade 4 – 71% Grade 5 – 74% • Not to exceed 10% of students receiving discipline	• CHKS Student Survey • 79% of students report that they feel safe at school. Grade 3 – 84% Grade 5 – 75% • 86% of students report that they feel connected at school. Grade 3 – 89% Grade 5 – 83% Discipline referral and suspension data were unavailable at the time of LCAP preparation and will be	• CHKS Student Survey (75% goal) • 81% of students report that they feel safe at school Grade 3 – 84% Grade 4 – 76% Grade 5 – 78% • 75% of students report that they feel connected at school Grade 3 – 75% Grade 4 – 73% Grade 5 – 74% Data Year:	• CHKS Student Survey (Maintain 70% goal) • +8% of students report that they feel safe at school Grade 3 – 11% Grade 4 – 11% Grade 5 – 2% • +7% of students report that they feel connected at school Grade 3 – 10% Grade 4 – 6% Grade 5 – 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Referral/ Suspension Report from School Pathways	at least 1 discipline referral • 28.6% of students receiving a referral were female students • 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 Data Year: 2023/2024 Data Sources: California Healthy Kids Surveys, School Pathways	referrals • Not to exceed 3% of students receiving a referral that leads to a suspension. Data Year: 2024/2025 Data Source: California Healthy Kids Survey, School Pathways Discipline Reports	incorporated upon completion of year-end data verification. Data Year: 2025–2026 Data Source: California Healthy Kids Survey (CHKS).	2025/2026 Data Source: School Pathways Discipline Reports, Environmental Student Outcomes Surveys	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Discipline Reports				
2.3	Family safety, school/nature connectedness & engagement CHKS Family Survey: % 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	CHKS Parent Survey • 87% of families identify the school as a safe place for their child(ren) to learn. • 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. Data Year:	CHKS Parent Survey (Goal: Increase of 2% over baseline) • 92% of families identify the school as a safe place for their child(ren) to learn. • 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. Data Year: 2024/2025	75% of families agree or strongly agree that the school is a safe place for their child. • 63% of families agree or strongly agree that the school seeks and values parent input in school decision-making. • 90% of families agree or strongly agree that school staff treat them with respect, take their concerns seriously, and are helpful. Data Year: 2025–2026 Data Source:	CHKS Parent Survey (Goal: Increase of 2% over baseline) • 94% of families identify the school as a safe place for their child(ren) to learn. • 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. Data Year:	• +5% of families identify the school as a safe place for their child(ren) to learn. • + 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
	attendance rosters for school events	2023/2024 Data Source: California Healthy Kids Parent Survey	Data Source: California Healthy Kids Parent Survey	California School Parent Survey (CSPS).	2025/2026 Data Source: California Healthy Kids Parent Survey	
2.4	Staff safety & connectedness CHKS Staff Survey: Avg level of agreement with staff working environment and collegiality questions on California school climate surveys or similar survey	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. Data Year: 2023/2024 Data Source: California Healthy Kids Survey	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. Data Year: 2024/2025 Data Source: California	70% of staff report that this school is a supportive and inviting place for staff to work. 50% of staff report they have close professional relationships with one another. 92% say the school is a safe place for staff. Data Year: 2025–2026 Data Source: California School Staff Survey (CSSS).	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. Data Year: 2025/2026 Data Source: California Healthy Kids Survey	CHKS Staff Survey +7% of staff report that this school is a supportive and inviting place for staff to work. +7% of staff report they have close professional relationships with each other. +96% say the school is a safe place for staff.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Healthy Kids Survey			

Goal Analysis [2025-26]

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

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

During the 2025-26 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 programming, 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 2025–2026 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 2025-2026, 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	$0.00	Yes

		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.		
2.2	Partnerships/ Outdoor Education	Quality outdoor education experiences, service learning, and community service, and action relies upon community partnerships. GCA and school site leadership will sustain and refine partnerships with zoo and other area agencies in order to increase engagement of unduplicated pupils, so they are able to access resources, experience, and expertise related to their social-emotional development and educational/career plans. Overnight field trips and day field trips will contribute to wellness and healing efforts as they will allow students to experience open space, wilderness, a sense of belonging in outdoor environments, and community building outside of school. Substantial evidence supports the value of outdoor education programs for promoting healthy adolescent development (Cason & Gillis, 1994; Dillon et al., 2006; Hattie, Marsh, Neill, & Richards, 1997; Norton & Watt, 2013).	$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	$1,114,827.00	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 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.	$121,295.00	Yes

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.	$172,074.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3 is structured around four Environmental Literacy Pillars — Knowledge, Competencies, Dispositions, and Behaviors — aligned to the NAAEE Guidelines for Excellence in Environmental Education. These pillars are operationalized through five integrated actions (3.A–3.E) that collectively address curriculum and instruction, real-world stewardship, educator professional development, campus sustainability, and school climate. The goal is intentionally designed to serve all students at GCA, with particular attention to the access and engagement of low-income students, English learners, and foster youth—populations for whom experiential, place-based learning and strong adult relationships provide especially meaningful developmental and academic benefits. Environmental literacy, as framed here, is not a standalone subject but a cross-cutting framework that connects science, ELA, social studies, and social-emotional	Broad Goal

	development.	

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.

This year's expansion of community-facing experiences — including the GCA Community Farmers Market and service projects at Yo'Ville Community Garden — further affirmed that environmental literacy, when rooted in authentic community partnership, becomes a powerful vehicle for student agency and civic identity. Intentional professional development, including the introduction of the 5E instructional framework, reflects GCA's commitment to building educator capacity as the foundation for delivering high-quality, inquiry-based environmental learning experiences across all grade levels.

As this goal matures, GCA is developing more rigorous and culturally responsive measures to assess student growth, belonging, and environmental identity — reflecting a commitment to continuous improvement in both practice and accountability. The baselines and metrics associated with this goal are actively being refined to ensure they authentically capture the depth and impact of student learning, community connection, and educator growth that define GCA's environmental literacy vision.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.A: Environmental Literacy Through Integrated Curriculum and Instruction 3A-1. % of scholars engaged in at least one NGSS-aligned environmental learning module per semester. 3A-2. % of individual scholars achieving grade-band appropriate proficiency on culminating learning experiences via modality-specific	3A-1. No prior baseline; first year of implementation under revised framework. 3A-2. No prior baseline; rubric system not yet consistently applied. 3A-3. No prior baseline; participation tracked at grade level only. 3A-4. No prior baseline; documentation limited to fall Zoo Immersion preparation cycle.	3A-1. 100% of grades participated in NGSS-aligned environmental learning modules via teacher-led zoo days. Scholar-level documentation not yet in place. 3A-2. 90% of grade levels participated in Zoo Immersion performance tasks; 5th grade completed February 2026. Scholar-level proficiency data not collected; no standardized rubric applied consistently. 3A-3. 100% of grades participated; more than 75% of scholars completed at least	Intentionally left blank - will be completed when filing the 2026–2027 LCAP.	3A-1. 100% of scholars documented as completing at least one NGSS-aligned module per semester. 3A-2. 80% of individual scholars achieve grade-band appropriate proficiency on culminating learning experiences scored via modality-specific rubrics across all grade levels and both semesters. 3A-3. 80% of individual scholars complete at least two field-based experiences across the four experience	3A-1. Baseline not previously established; 100% grade-level participation constitutes Year 1 baseline. 3A-2. Baseline not previously established; grade-level participation rate constitutes Year 1 baseline. 3A-3. Baseline not previously established; 75%+ scholar participation in at least one experience constitutes Year 1 baseline. 3A-4. Baseline not previously established; fall-only integration documentation constitutes Year 1 baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rubrics. 3A-3. % of individual scholars completing at least two field-based learning experiences across four experience types (PL, S, EI, CC). 3A-4. % of classrooms submitting documented evidence of environmental literacy integration in at least two core subjects in both fall and spring.		one field-based experience. Two-experience threshold not yet tracked. 3A-4. All grade levels integrated environmental literacy via Zoo Immersion science unit alignment; spring documentation not systematically collected. Data Year: 2025–2026 Source: Internal Documentation.		types, documented in field logs. 3A-4. 100% of classrooms submit documented evidence of environmental literacy integration in at least two core subjects in both fall and spring, reviewed against a consistent rubric.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	3B: Real-World Environmental Learning and Stewardship Practice 3B-1. % of scholars participating in at least one hands-on, inquiry-based environmental learning experience. 3B-2. % of scholars participating in at least one documented stewardship or service-learning project. 3B-3. % of scholars completing at least one documented reflective practice following environmental learning experiences. 3B-4. % of scholars receiving at least one documented	3B-1. No prior baseline; first year of implementation. 3B-2. No prior baseline; participation tracked informally. 3B-3. No prior baseline; reflection tracking not systematic. 3B-4. No structured observation tool in place; informal teacher and staff observation only.	3B-1. 100% of scholars participated in at least one hands-on, inquiry-based experience across Zoo Immersion, teacher-led zoo days, GCA Garden Program, and additional field and on-campus experiences. 3B-2. More than 75% of scholars participated in at least one stewardship, service-learning, or community project. 3B-3. 100% of scholars completed at least one reflective practice through monthly SEL units, Zoo Immersion, and field-based learning experiences. 3B-4. Informal observation by teachers and staff indicated demonstrated stewardship values — care, empathy, and responsibility — across garden, field,	Intentionally left blank - will be completed when filing the 2026–2027 LCAP.	3B-1. 100% of scholars participate in at least two hands-on inquiry-based experiences per semester, documented via participation logs at the scholar level. 3B-2. 80% of scholars participate in at least one documented stewardship or service-learning project; participation logged by name and grade level. 3B-3. 100% of scholars complete at least two documented reflective practices per semester; documented through the Stewardship Observation and Reflection Protocol capturing context and grade level at point of experience. 3B-4. 75% of scholars receive at least one	3B-1. Baseline not previously established; 100% participation constitutes Year 1 baseline. 3B-2. Baseline not previously established; 75%+ scholar participation constitutes Year 1 baseline. 3B-3. Baseline not previously established; 100% completion of at least one reflection constitutes Year 1 baseline. 3B-4. Baseline not previously established; informal observation only constitutes Year 1 baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	observation and verbal reflection capture using the Stewardship Observation and Reflection Protocol.		and service-learning contexts. No formal protocol administered. Data Year: 2025–2026 Source: Internal Documentation		documented observation and verbal reflection capture using the Stewardship Observation and Reflection Protocol, administered by a designated non-managing adult.	
3.3	3C: Professional Learning for Environmental Literacy Instruction 3C-1. % of teachers completing minimum 24 hours of environmental literacy PD annually. 3C-2. % of teachers demonstrating increased capacity to integrate environmental literacy into core instruction via 5E lesson plan comparison across fall and	3C-1. No prior baseline under revised framework. 3C-2. No prior baseline; spring lesson plan documentation not collected. 3C-3. No prior baseline; spring implementation not tracked. 3C-4. No prior baseline; no lesson plan comparison or walkthrough data collected.	3C-1. 87% of GCA teachers completed 36 total hours of PD focused on inquiry, field-based, and stewardship instruction. 3C-2. 100% of grade-level teachers submitted 5E-aligned lesson plans following fall PD. Spring documentation not collected; no before/after comparison established. 3C-3. 100% of grade-level teachers submitted 5E-aligned lesson plans following fall PD, exceeding the 70% implementation threshold. Spring implementation not	Intentionally left blank - will be completed when filing the 2026–2027 LCAP.	3C-1. 100% of teachers complete a minimum of 24 hours of environmental literacy PD annually. 3C-2. 100% of teachers submit 5E-aligned lesson plans in both fall and spring, reviewed against a consistent rubric; 70% demonstrate measurable growth in depth and environmental literacy integration across the two-semester cycle. 3C-3. 80% of teachers demonstrate documented PD strategy	3C-1. Baseline not previously established; 87% participation at 36 hours constitutes Year 1 baseline. 3C-2. Baseline not previously established; 100% fall lesson plan submission constitutes Year 1 baseline. 3C-3. Baseline not previously established; 100% fall implementation constitutes Year 1 baseline. 3C-4. Baseline not previously established; fall lesson plan submission serves as preliminary indicator only.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	spring. 3C-3. % of teachers demonstrating PD strategy implementation via 5E lesson plan submission and instructional walkthroughs. 3C-4. % of teachers demonstrating growth in inquiry facilitation via 5E lesson plan rubric comparison and instructional walkthroughs.		tracked. 3C-4. Structured measurement of inquiry facilitation growth was not collected this year. 100% of grade-level teachers submitted 5E-aligned lesson plans following fall PD, providing preliminary evidence of inquiry-based strategy application. Data Year: 2025–2026 Source: Internal Documentation		implementation in both fall and spring via lesson plan submission and instructional walkthrough observation. 3C-4. 70% of teachers demonstrate measurable growth in inquiry-based facilitation across the two-semester 5E lesson plan documentation cycle, supported by instructional walkthrough evidence.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	3D: Modeling Sustainability Through Campus Operations and Student Engagement 3D-1. Implementation of at least one campus sustainability initiative spanning both fall and spring semesters. 3D-2. % of scholars documented as active participants in campus sustainability initiative across the academic year. 3D-3. Baseline sustainability domain measurements established and tracked year-over-year.	3D-1. No prior baseline; no sustainability initiative previously documented under this framework. 3D-2. No prior baseline; participation tracked informally. 3D-3. Not yet operationalized; no campus-level sustainability data collected.	3D-1. Community Farmers Market implemented campus-wide, promoting sustainable food systems, healthy eating, local agriculture, and waste-reduction practices. Single-event model; fall-to-spring continuity not yet established. 3D-2. More than 50% of students directly participated in the Community Farmers Market through school garden efforts, sustainability promotion, and event support. 3D-3. No campus sustainability metrics formally tracked this year. Data Year: 2025–2026 Source: Internal Documentation	Intentionally left blank - will be completed when filing the 2026–2027 LCAP.	3D-1. At least one campus sustainability initiative spans both fall and spring semesters; baseline measurements established in at least one sustainability domain for year-over-year comparison. 3D-2. 60% of scholars documented as active participants in the campus sustainability initiative across the academic year, tracked via participation logs. 3D-3. Baseline measurements established in at least one sustainability domain (e.g., waste, water, or biodiversity) at start of AY; end-of-year documentation enables year-over-year comparison.	3D-1. Baseline not previously established; single-event implementation constitutes Year 1 baseline. 3D-2. Baseline not previously established; 50%+ participation constitutes Year 1 baseline. 3D-3. Baseline not previously established; no data constitutes Year 1 baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	3E: Safe, Inclusive, and Culturally Connected School Climate 3E-1. % of scholars documented as active participants in at least one civic or stewardship project over the course of the academic year. 3E-2. % of students in each grade band (TK–1, 2–4, 5–7) completing at least one public-facing presentation or exhibition on a local environmental issue. 3E-3. % of scholars initiating or contributing to a documented student-led environmental action or proposal, including civic	3E-1. No prior baseline; no formal civic project participation log in place. 3E-2. No prior baseline; exhibition completion not formally tracked across all grade bands. 3E-3. No prior baseline; no student-led action tracking in place. 3E-4. No prior baseline; CA Healthy Kids Survey used as proxy but not designed to measure cultural connection to place or stewardship identity. 3E-5. No prior baseline; no exhibition review rubric in place.	3E-1. Monthly SEL units implemented campus-wide; 100% of students completed at least one structured reflection. Formal civic project participation log not in place. 3E-2. Grade bands TK–1 and 2–4 completed Bright Minds in Action events. Grades 2–7 produced conservation-themed social media videos. Grade band 5–7 did not complete a formal public-facing exhibition. 2 of 3 grade bands met target. 3E-3. No formal student-led action tracking in place. 3E-4. No prior baseline; CA Healthy Kids Survey used as proxy but not designed to measure cultural connection to place or stewardship identity. 3E-5. No prior baseline; no exhibition review rubric in place.	Intentionally left blank - will be completed when filing the 2026–2027 LCAP.	3E-1. 75% of scholars documented as active participants in at least one civic or stewardship project over the course of the academic year via participation logs. 3E-2. 100% of students in each grade band (TK–1, 2–4, 5–7) complete at least one public-facing exhibition or presentation on a local environmental issue. 3E-3. 75% of scholars initiate or contribute to a documented student-led environmental action or proposal by end of AY. 3E-4. 80% of scholars report belonging and cultural connection to place on purpose-built GCA self-assessment survey, administered	3E-1. Baseline not previously established; SEL-embedded stewardship engagement constitutes Year 1 baseline. 3E-2. Baseline not previously established; 2 of 3 grade bands completing formal exhibitions constitutes Year 1 baseline. 3E-3. Baseline not previously established; no data constitutes Year 1 baseline. 3E-4. Baseline not previously established under purpose-built instrument; CA Healthy Kids school connectedness at 50% serves as proximate indicator only. 3E-5. Baseline not previously established; no rubric in place constitutes Year 1 baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	projects, community stewardship initiatives, and student-led sustainability actions. 3E-4. % of scholars reporting belonging and cultural connection to place on purpose-built GCA student self-assessment survey. 3E-5. % of student exhibitions meeting or exceeding cultural inclusivity rubric indicators for diverse perspectives, cultural representation, and connection to place.		Data Year: 2025–2026 Source: Internal Documentation.		fall and spring. 3E-5. 80% of student exhibitions meet or exceed indicators for cultural inclusivity, diverse perspectives, and connection to place on dedicated exhibition review rubric.	

Goal Analysis [2025-26]

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

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

Golden Charter Academy implemented Goal 3 with strong programmatic fidelity across all five integrated actions (3.A–3.E) during the 2025–2026 academic year. This was the first year of implementation under the revised goal framework, which replaced the prior 3.1–3.5 action structure with a cohesive NAAEE-aligned system organized around four environmental literacy pillars: Knowledge, Competencies, Dispositions, and Behaviors. Implementation was sustained across the full academic year and reached every grade level, TK through 7th.

The year's implementation was characterized by broad student access to environmental learning experiences, strong educator engagement in professional development, and meaningful community partnership activation. All planned actions were carried out. The most substantive differences between planned and actual implementation involved assessment infrastructure — specifically the depth and consistency of documentation systems — rather than programmatic delivery.

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-by-Action Analysis
Action 3.A — Environmental Literacy Through Integrated Curriculum and Instruction
Implementation: Carried out as planned across all grade levels. Teacher-led zoo field experience days and Zoo Immersion Experiences provided the primary delivery structures for NGSS-aligned environmental learning modules. The GCA Garden Program, Public Lands experiences, Stewardship in Action days, and Nature by Design outdoor learning experiences expanded access beyond the Zoo partnership.
Successes: 100% of grades participated in NGSS-aligned environmental learning each semester. 90% of grade levels completed Zoo Immersion performance tasks; 5th grade completed its Zoo Immersion at the end of February 2026. The 5E lesson plan model was introduced as a shared instructional framework, and 100% of grade-level teachers submitted 5E-aligned lesson plans prior to teacher-led zoo days.

Substantive Differences: Cross-curricular integration documentation was limited to the fall semester Zoo Immersion preparation cycle. Evidence of environmental literacy integration in spring lesson plans and student work samples was not systematically collected.
Challenges: Moving from grade-level participation tracking to scholar-level proficiency data remains the core implementation challenge for this action.

Action 3.B — Real-World Environmental Learning and Stewardship Practice
Implementation: Carried out as planned. The GCA School Garden Program served as the anchor stewardship experience, with TK–1st grade students installing pollinator gardens on campus and 2nd–7th grade students completing service projects at Yo'Ville Community Garden. The year culminated in a Community Farmers Market integrating sustainable food systems, local agriculture, and waste-reduction education.
Successes: More than 75% of scholars participated in at least one stewardship or service-learning project. 100% of students completed at least one reflective practice through monthly SEL units and Zoo Immersion embedded reflections. Teacher and staff observation across garden, field, and service-learning contexts consistently indicated demonstrated stewardship values — care, empathy, and responsibility.
Substantive Differences: A formal observation protocol or student self-assessment instrument for documenting stewardship behaviors was not implemented. Documentation relied on informal teacher and staff observation throughout the year.
Challenges: Converting informal stewardship observation into structured, trackable evidence is the primary gap carried into Year 2.

Action 3.C — Professional Learning for Environmental Literacy Instruction
Implementation: Exceeded planned targets. 87% of GCA teachers participated in 36 total hours of professional development focused on inquiry, field-based, and stewardship instruction — surpassing the 24-hour annual target.
Successes: Fall semester PD introduced the 5E lesson plan model as an environmental literacy instructional framework. 100% of grade-level teachers submitted 5E-aligned lesson plans following the PD, demonstrating direct application of newly introduced strategies to authentic instructional contexts.
Substantive Differences: PD application documentation was limited to the fall semester. Spring implementation was not tracked. Structured measurement of educator growth in inquiry facilitation was not collected this year; no baseline exists. For Year 2, growth will be measured through 5E lesson plan submissions in both fall and spring, reviewed against a consistent rubric to assess depth of environmental literacy integration and evolution over time, supported by instructional walkthroughs during zoo days and garden sessions to capture facilitation quality in practice.
Challenges: Sustaining documentation across both semesters and implementing a growth measurement instrument are the core Year 2 priorities for this action.

Action 3.D — Modeling Sustainability Through Campus Operations and Student Engagement
Implementation: Carried out as planned. The Community Farmers Market served as the primary campus sustainability initiative, connecting school garden learning to sustainable food systems, waste-reduction practices, local agriculture, and healthy eating. The event reached students, families, and community members.
Successes: More than 50% of students directly participated in the Farmers Market through garden preparation, sustainability promotion, and event operations, meeting the Year 1 target. Student and community awareness of environmental stewardship and food access was meaningfully advanced.
Challenges: Campus sustainability is currently event-anchored. Systemic tracking of sustainability indicators across the school year — waste reduction, water conservation, biodiversity — has not yet been operationalized.

Action 3.E — Safe, Inclusive, and Culturally Connected School Climate
Implementation: Partially carried out as planned. Monthly SEL units were implemented campus-wide, embedding empathy, responsibility, collaboration, and stewardship as core values. Bright Minds in Action public-facing exhibition events were completed by grade bands TK–1 and 2–4. Students in grades 2–7 produced conservation-themed social media videos as a public-facing environmental learning artifact.
Successes: 100% of students completed at least one structured reflection engaging SEL-related environmental values. Two of three grade bands completed formal public-facing presentations centering local environmental topics and community-connected science learning.
Substantive Differences: The 5–7 grade band did not complete a formal Bright Minds in Action exhibition, falling short of the 100% grade band completion target. The social media video production partially addresses the public-facing requirement but does not constitute a formal exhibition on a local environmental issue as the metric specifies. The student belonging and cultural connection to place target could not be fully addressed by the CA Healthy Kids Survey. While the CA Healthy Kids Survey is a valid schoolwide instrument used across GCA's LCAP goals, it was not designed to measure cultural connection to place, environmental identity, or belonging within a stewardship-centered school culture. Survey results identified strengths in high expectations (80%), caring adult relationships (68%), and meaningful participation (64%), with positive levels of academic motivation (51%) and school connectedness (50%). The school takes the school connectedness finding seriously — 50% is a baseline signal that warrants attention, particularly for a school whose model centers place-based belonging and environmental stewardship identity. A purpose-built GCA cultural connection survey will be developed to generate the goal-specific data this target requires.
Challenges: Three-grade-band exhibition completion and the pre-fall development of purpose-built cultural connection measurement instruments are the highest-priority gaps entering Year 2.
Key Outcomes and Lessons Learned

The 2025–2026 implementation demonstrated that experiential learning, strong community partnerships, and a coherent NAAEE framework can effectively deliver environmental literacy across a TK–8 school. Programmatic access was achieved at scale. The consistent lesson of the year — echoing the prior year's experience — is that assessment infrastructure development has not kept pace with program delivery. Year 2 must prioritize scholar-level data collection, structured observation tools, and two-semester documentation cycles to build the accountability backbone that this program's quality deserves.

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.

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

Golden Charter Academy made substantial and demonstrable progress toward Goal 3 during the 2025–2026 academic year. All five actions contributed meaningfully to student environmental literacy development. Program delivery was strong across all action areas, and student access to authentic environmental learning experiences was achieved at scale. As with the prior year, assessment system limitations affected the precision with which student growth in dispositions and competencies could be documented — a pattern the school is actively addressing through the Year 2 infrastructure commitments described in Narrative 5.

Importantly, 2025–2026 marks the first year of implementation under the revised NAAEE-aligned framework. Because metrics were newly established this year, no prior-year baseline existed against which to measure change. The data generated this year constitutes the Year 1 baseline from which future progress will be measured.

Action-Specific Effectiveness Analysis
Action 3.A: Environmental Literacy Through Integrated Curriculum and Instruction — Effective
Progress Made: 100% of grades participated in NGSS-aligned environmental learning each semester. More than 75% of scholars completed at least one field-based learning experience across the four field experience types. 90% of grade levels completed Zoo Immersion performance tasks demonstrating environmental science concepts.
Evidence of Effectiveness: Teacher-led zoo days, Zoo Immersion Experiences, and the GCA Garden Program collectively provided structured, standards-aligned environmental learning to every grade level. 100% of grade-level teachers submitted 5E-aligned lesson plans for teacher-led zoo days, reflecting direct integration of environmental literacy into core instructional planning.
Limitation: Proficiency data is reported at the grade level (all grades participated) rather than the scholar level (percentage of

individual students achieving mastery). The 80% culminating learning experience target was addressed through Zoo Immersion performance tasks, but a standardized rubric was not consistently applied across all grade levels or both semesters.

Action 3.B: Real-World Environmental Learning and Stewardship Practice — Effective; Documentation Incomplete
Progress Made: More than 75% of scholars participated in at least one stewardship or service-learning project. 100% of students completed at least one reflective practice. Teacher and staff observation consistently indicated demonstrated stewardship values (care, empathy, and responsibility) across garden, field, and service-learning contexts.
Evidence of Effectiveness: The GCA School Garden Program, pollinator garden installations, Yo'Ville service projects, and the Community Farmers Market created a coherent stewardship arc across grade levels and both semesters. Monthly SEL units embedded reflective practice as a structural component of campus life.
Limitation: Stewardship behavior and value documentation relied entirely on informal teacher and staff observation. No structured observation tool was in place. The outcomes for this action are credible based on the range and depth of experiences provided, but the data is not yet at the precision level required for rigorous progress measurement.

Action 3.C: Professional Learning for Environmental Literacy Instruction — Effective with Measurement Gap
Progress Made: 87% of teachers completed 36 hours of environmental literacy PD, exceeding the 24-hour target. 100% of grade-level teachers submitted 5E-aligned lesson plans following fall PD, demonstrating direct application of introduced instructional strategies.
Evidence of Effectiveness: The 5E lesson plan model was successfully introduced and immediately applied across all grade levels. The 36-hour PD investment reflects strong institutional commitment to educator capacity development.
Limitation: PD application documentation did not extend to the spring semester. Structured measurement of educator growth in inquiry facilitation was not collected this year; no lesson plan comparison or walkthrough baseline was established. The current evidence establishes that teachers attended PD and applied strategies once — a promising start, but not yet a growth data point.

Action 3.D: Modeling Sustainability Through Campus Operations and Student Engagement — Effective
Progress Made: One campus sustainability initiative — the Community Farmers Market — was implemented. More than 50% of students directly participated, meeting the Year 1 target.
Evidence of Effectiveness: The Farmers Market successfully connected school garden learning, sustainable food systems, waste reduction, and community engagement in a single visible event. Student and community awareness of food access and environmental stewardship was meaningfully advanced.
Limitation: Sustainability progress is currently anchored to a single annual event. Systemic campus sustainability tracking — across waste, water, energy, and biodiversity — has not yet been operationalized. Year 2 must expand to a more continuous and multi-domain sustainability monitoring approach.

Action 3.E: Safe, Inclusive, and Culturally Connected School Climate — Partially Effective
Progress Made: Monthly SEL units embedded stewardship values campus-wide. Grade bands TK–1 and 2–4 completed Bright Minds in Action events. Students in grades 2–7 produced conservation-themed social media videos. 100% of students completed at least one structured SEL reflection.
Evidence of Effectiveness: Public-facing environmental exhibitions by two of three grade bands, combined with campus-wide SEL implementation, demonstrated meaningful progress toward an inclusive, environmentally connected school climate.
Limitation: The 5–7 grade band did not complete a formal Bright Minds in Action exhibition. The CA Healthy Kids Survey was used as the closest available proxy for the belonging and cultural connection target, but was not designed to measure cultural connection to place, environmental identity, or stewardship-centered belonging. Survey results indicated strengths in high expectations (80%), caring adult relationships (68%), and meaningful participation (64%), with positive levels of academic motivation (51%) and school connectedness (50%). School connectedness at 50% means nearly half of students do not yet report a strong sense of belonging — for a school whose entire model centers place-based identity and environmental stewardship, this warrants direct attention, not alarm, but genuine accountability. No formal rubric for assessing cultural inclusivity in student exhibitions was in place this year.

3.A — Curriculum
Key Strength: 100% grade access; 5E lesson plan adoption
Key Limitation: Grade-level vs. scholar-level proficiency data

3.B — Stewardship
Key Strength: 75%+ scholars in service-learning; 100% reflective practice
Key Limitation: Informal observation only; no structured documentation tool

3.C — PD
Key Strength: 36 hrs; 87% participation; 100% lesson plan application
Key Limitation: Spring undocumented; no lesson plan comparison or walkthrough baseline established

3.D — Sustainability
Key Strength: Farmers Market met 50% participation target
Key Limitation: Single-event model; no systemic sustainability tracking

3.E — Climate
Key Strength: SEL campus-wide; 2/3 grade bands completed exhibitions
Key Limitation: 5–7 exhibition gap; cultural connection instrument absent

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 access, educator capacity, and stewardship engagement. The NAAEE framework provided a coherent organizing structure that aligned curriculum, real-world learning, professional development, campus sustainability, and school climate for the first time. The consistent limiting factor across actions is documentation precision — the program is delivering more than it can currently prove. Year 2 accountability investments are directly targeted at closing that gap.

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.

Golden Charter Academy's year-end review of Goal 3 implementation revealed a consistent pattern: strong programmatic delivery paired with documentation and measurement systems that did not fully capture the depth of scholar learning, civic engagement, stewardship, and community impact occurring across the program. Environmental literacy experiences, project-based learning opportunities, stewardship projects, and community partnerships continued to expand and mature; however, existing measures primarily documented participation rather than individual scholar growth and demonstrated outcomes.

The review also revealed an important evolution in GCA's understanding of environmental literacy. Through implementation, educators recognized that environmental literacy serves as more than a foundation for environmental stewardship. It provides scholars with a framework for understanding how historical, social, economic, political, cultural, and environmental factors shape the conditions that exist within communities today. This realization led to a stronger emphasis on Civic-Based Learning and Responsiveness, where scholars investigate authentic community issues, explore multiple perspectives, conduct research, and engage in meaningful projects that contribute to positive change.

Three Specific Reflections That Drove Year 2 Changes

1. Assessment data remained largely at the grade-level rather than the scholar-level.
Existing documentation confirmed that grade levels participated in environmental literacy experiences but did not consistently demonstrate what individual scholars learned, understood, or were able to apply. As a result, Goal 3 has shifted toward scholar-level documentation and measurement systems that better capture growth in environmental literacy, civic understanding, stewardship, leadership, and community engagement.

2. The program required stronger systems to measure deeper learning outcomes and implementation quality.
Several assessment and documentation tools identified within the original framework — including the 5E Lesson Plan Review Rubric, Instructional Walkthrough Protocol, Stewardship Observation and Reflection Protocol, Cultural Connection Survey, and Exhibition Rubric — were not fully developed or implemented during the year. These tools are now prioritized for development and deployment before the start of the 2026–2027 academic year to strengthen accountability and provide more meaningful evidence of student learning, educator growth, civic participation, belonging, and environmental stewardship.

3. Student engagement was strongest when learning led to meaningful civic action and community impact.
Implementation demonstrated that scholars were most engaged when environmental literacy, inquiry, and research culminated in authentic projects that addressed real community needs. These experiences reinforced the importance of connecting environmental literacy to civic responsibility and community responsiveness. As a result, Goal 3 has been enhanced to more intentionally integrate Project-Based Civic Learning, providing scholars with opportunities to investigate local issues, examine historical and contemporary causes, consider multiple perspectives, and develop projects that contribute to healthy, thriving, and sustainable communities.

This shift also informs GCA's professional learning priorities. Teachers will receive ongoing training in facilitating inquiry, supporting evidence-based research, guiding respectful discussions across multiple perspectives, and helping scholars move from investigation to meaningful civic action. Professional learning will focus on a project cycle that encourages students to observe community conditions, investigate root causes, explore diverse viewpoints, design solutions, implement projects, and reflect on their impact.

Updated Goal Statement

As a result of these reflections, Goal 3 has evolved from a primarily environmental literacy initiative into a more comprehensive Environmental Literacy, Civic-Based Learning, and Community Responsiveness framework.

Revised Goal 3 Statement

Golden Charter Academy's Goal 3 seeks to develop environmentally literate and civically engaged scholars who understand the

historical, social, economic, political, cultural, and environmental factors that shape their communities. Through environmental literacy, project-based learning, and civic-based responsiveness, scholars investigate authentic community issues, examine multiple perspectives, evaluate evidence, and apply their learning through meaningful projects that strengthen their school, neighborhood, and broader community.

At GCA, environmental literacy serves as an integrating framework that helps scholars understand the interconnected relationship between environmental conditions, community well-being, public policy, economic opportunity, and civic participation. Scholars are encouraged to explore diverse perspectives while recognizing a foundational belief that every person deserves the opportunity to live, learn, work, and thrive in a healthy and supportive environment.

Through this work, GCA is preparing informed citizens, responsible stewards, critical thinkers, and compassionate leaders who possess both the knowledge and the commitment to contribute to positive change and help build healthy, thriving, and sustainable communities for future generations.

Changes by Action

Action 3.A — Environmental Literacy Through Integrated Curriculum and Instruction

The curriculum will continue to integrate environmental literacy across content areas while expanding opportunities for scholars to investigate authentic community issues through multiple disciplinary lenses. Environmental literacy will serve as a framework for understanding how historical, social, economic, political, and environmental factors contribute to current community conditions.

Instruction will increasingly emphasize inquiry, critical thinking, and perspective-taking. Scholars will engage in structured investigations that encourage them to analyze diverse viewpoints, evaluate evidence, examine root causes, and develop informed conclusions. Project-based learning experiences will connect academic standards to real-world challenges, allowing students to apply classroom learning to meaningful community issues.

The shift to scholar-level documentation and performance-based assessments strengthens GCA's ability to measure not only participation, but also student growth in environmental literacy, civic understanding, critical thinking, and problem-solving. Culminating learning experiences will demonstrate scholars' ability to synthesize research, communicate findings, and propose solutions through exhibitions, presentations, demonstrations of learning, and community-based projects.

Action 3.B — Real-World Environmental Learning and Stewardship Practice

Real-world learning experiences will continue to provide scholars with opportunities to connect classroom learning to authentic community challenges. Stewardship activities, field experiences, service-learning projects, and community partnerships will be

intentionally designed to help scholars understand the relationship between environmental conditions and community well-being.

Environmental stewardship will be expanded beyond participation in activities to include reflection, inquiry, and civic action. Scholars will investigate local issues, engage with community partners, and participate in projects that produce meaningful benefits for their school and neighborhood. Through these experiences, students will develop a deeper understanding of their role as contributors to community improvement and environmental sustainability.

The new Stewardship Observation and Reflection Protocol will provide a structured method for documenting scholar growth in stewardship behaviors, civic participation, environmental awareness, and reflective practice. This approach aligns with GCA's commitment to measuring authentic student outcomes while reducing survey fatigue and increasing the quality of student voice data.

Action 3.C — Professional Learning for Environmental Literacy Instruction
Professional learning will expand to support implementation of GCA's Civic-Based Learning and Responsiveness model. Teachers will participate in ongoing professional development focused on facilitating inquiry, guiding respectful discussions around multiple perspectives, supporting evidence-based research, and helping scholars translate learning into meaningful civic action.

Educators will learn how to facilitate a structured project cycle in which scholars identify issues, investigate root causes, examine multiple perspectives, conduct research, develop solutions, implement projects, and reflect on outcomes. This cycle will help scholars connect academic learning to real-world challenges while developing civic knowledge, leadership skills, and a sense of responsibility toward their communities.

Professional development will continue to utilize the 5E Instructional Framework and project-based learning methodologies while strengthening teacher capacity to support environmental literacy, civic engagement, critical thinking, and culturally responsive instruction. Lesson plan reviews, instructional walkthroughs, and coaching cycles will provide evidence of implementation and educator growth over time.

Action 3.D — Modeling Sustainability Through Campus Operations and Student Engagement
Campus sustainability initiatives will continue to provide scholars with opportunities to apply environmental literacy through authentic action. Sustainability projects will increasingly connect environmental stewardship with broader questions of community well-being, resource management, and civic responsibility.

Longer-term sustainability initiatives spanning both semesters will allow scholars to engage in deeper investigation, planning, implementation, and evaluation. Students will analyze environmental challenges, explore multiple approaches to addressing those

challenges, and contribute to projects that improve campus and community sustainability.

The development of baseline measurements and annual outcome tracking will strengthen accountability while providing scholars with opportunities to participate in data collection, analysis, and decision-making processes that mirror real-world civic and environmental problem-solving.

Action 3.E — Safe, Inclusive, and Culturally Connected School Climate
GCA remains committed to cultivating a school culture where every scholar feels valued, connected, respected, and empowered to contribute. Environmental literacy and civic-based learning will be integrated into a broader vision of belonging that connects scholars to their school, community, culture, and local environment.

The new Cultural Connection Survey will provide a more authentic measure of scholars' sense of belonging, connection to place, environmental identity, and community engagement. Through project-based learning and public exhibitions, students will explore diverse perspectives, cultural experiences, and community histories while strengthening their understanding of how people from different backgrounds contribute to community life.

Public exhibitions and community-facing projects will provide scholars with opportunities to share their learning, engage with community members, and demonstrate their understanding of local issues through informed civic participation. These experiences reinforce the belief that every scholar can contribute positively to the well-being of their community.

Summary of System-Level Changes
The 2026–2027 evolution of Goal 3 represents more than a refinement of metrics and documentation systems. It reflects a deeper integration of environmental literacy, project-based learning, civic engagement, and community responsiveness into a unified educational framework.First, the system moves from measuring access and participation at the grade level to documenting growth and outcomes at the scholar level, providing a clearer understanding of student development and impact.Second, GCA strengthens accountability through structured documentation systems, including stewardship observations, cultural connection measures, instructional walkthroughs, lesson plan reviews, and scholar-level participation tracking.Third, Goal 3 expands environmental literacy into a broader Civic-Based Learning and Responsiveness model that helps scholars understand the historical, social, economic, political, environmental, and cultural factors that shape community conditions. Scholars are expected not only to understand these conditions but also to engage in meaningful projects that contribute to positive change.Together, these changes position Golden Charter Academy to develop environmentally literate, civically engaged scholars who can investigate complex issues, consider multiple perspectives, collaborate with others, and apply their learning through projects that strengthen their communities and promote healthy, thriving, and sustainable futures for all.

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.	$24,000.00	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.	$0.00	Yes
3.4	Increase in Student Awareness and Knowledge	This action encourages environmentally responsible behaviors by engaging students in campus sustainability initiatives and	$20,000.00	Yes

		modeling conservation practices across school operations.		
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.	$18,579.00	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
$1,808,808	$218,820

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
33.61%	0.000%	$0.00	33.61%

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	**Action:** Teacher Development System for GCA Best Practices **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 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.	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 teacher receives the training and support necessary to meet the needs of all learners, with a particular emphasis on unduplicated pupils. This action is implemented on a schoolwide basis to ensure equitable access to high-quality	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 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. By evaluating these data annually, GCA will determine the extent to which its instructional best

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	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.	practices are effectively implemented and resulting in improved student outcomes—particularly for English learners, foster youth, students experiencing homelessness, and low income students.
1.3	**Action:** Multi-Tiered Systems of Support **Need:** 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	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 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.	The effectiveness of this action will be measured through multiple data sources. Chronic absenteeism rates will be 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

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
	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. **Scope:** Schoolwide	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. 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	services. 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, 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.

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
		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. 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.	

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
		These efforts collectively ensure that unduplicated pupils receive the necessary support to thrive academically and socially.	
1.4	**Action:** Special Education Program **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	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. 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	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 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

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
	the consistency, compliance, and responsiveness of special education services for unduplicated pupils, and to strengthen inclusive practices within the broader school system. **Scope:** Schoolwide	establishing strong partnerships with FCSS Charter SELPA program specialists and internal cross-functional teams to improve the delivery and monitoring of special education services. 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. For the 2025–26 school year, GCA will expand professional	impact of cross-training efforts and inclusive practices. Parent and student feedback will also inform refinements to services and support systems.

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 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.	
1.5	**Action:** High-quality, standards-aligned curriculum and instructional materials **Need:** Unduplicated pupils—including	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	Effectiveness of this action will be monitored through several key metrics. Student performance data from NWEA MAP Growth, CAASPP, and curriculum based assessments will be disaggregated to track

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
	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	relevant 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. 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.	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. 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 help gauge impact over time. Progress in integrating Environmental Principles & Concepts across the curriculum will be reviewed annually,

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
		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.	alongside updates to curriculum maps and unit plans aligned to NAAEE.
2.1	**Action:** Multi-Tiered Systems of Support **Need:** Unduplicated pupils—specifically English learners, foster youth, students experiencing	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	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

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
	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. **Scope:** Schoolwide	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. 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,	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. 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 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. 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

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
		department chairs, learning guides, after-school staff, and site administrators 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. 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	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.

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
		causes and reduce punitive responses. 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.	
2.2	**Action:** Partnerships/ Outdoor Education **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	This action is implemented schoolwide to ensure equitable access to high-quality outdoor education, 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	GCA will monitor the effectiveness of this action 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.

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
	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. **Scope:** Schoolwide	circumstance. 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. 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	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. 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.

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
		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 motivation, emotional resilience, academic performance, and identity development.	
2.3	**Action:** Family Engagement Opportunities (Pridelands events, Family Conferences) **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	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. Golden Charter Academy will	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' families. The school will administer family surveys annually to assess perceptions of school climate, communication quality, and

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
	transportation, nontraditional work schedules, lack of trust in school systems, and 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. **Scope:** Schoolwide	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. 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. 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	opportunities for involvement and decision-making. 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. Through these metrics, the school will continuously evaluate and refine its family engagement practices to ensure they are inclusive, effective, and aligned with the needs of families from historically underserved communities.

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
		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. 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.	
2.4	**Action:** After-School & Summer School Programming **Need:** Unduplicated pupils—including English learners, foster youth, students experiencing	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	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

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	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. **Scope:** Schoolwide	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 collaborate to ensure tutoring supports are responsive, data-driven, and aligned to Tier 2 academic interventions. 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. Both the after-school and summer school programs intentionally	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. 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 by instructional leadership and grade-level teams to adjust instruction and student placement. 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.

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
		support student engagement, wellness, and identity development opportunities for community building. 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. 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	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.

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		mathematics, with content aligned to prioritized standards and scope and sequence pacing. The Student Services and instructional leadership teams will collaborate to ensure tutoring supports are responsive, data-driven, and aligned to Tier 2 academic interventions. 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. Both the after-school and summer school programs intentionally support student engagement, wellness, and identity development	

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
		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.	
2.5	**Action:** Social Emotional Learning & Restorative Practices **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 inequities and instability that affect their ability to feel safe, supported, and understood within traditional educational environments. There is a	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 l 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 predictable and inclusive space for students to	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 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.

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
	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. **Scope:** Schoolwide	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. 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.	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. 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

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
		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.	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	**Action:** Campus Safety & Sustainability **Need:** Unduplicated pupils—including English learners, foster youth, students experiencing homelessness, and low-income students—are disproportionately affected by environmental and	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	GCA will track office discipline referrals, suspension rates, and incident reports, disaggregated by student group, to monitor reductions in behavioral incidents and improvements in safety for unduplicated pupils. Student, staff, and family surveys will be used to assess perceptions of physical and emotional safety,

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
	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. **Scope:** Schoolwide	recruitment, 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. 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.	adult-student relationships, and overall school climate. 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. 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 development and continuous improvement in the areas of campus safety, sustainability, and inclusive climate development.

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
		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.	
3.1	**Action:** Participation in service-learning and civic action projects. **Need:**	Providing service-learning and civic action projects on a schoolwide basis guarantees all students—including unduplicated pupils—can engage in meaningful, hands-on	Participation by Grade Level Project: TK: Farm to Table K: Monarch Waystation 1st: Civic

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
	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. **Scope:** Schoolwide	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.	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 Documentation through rosters, reports, and logs confirmed that: 75% of students participated in a stewardship or service learning project 100% of students engaged in at least one hands-on environmental learning experience
3.2	**Action:** Professional Development # of professional development hours completed by staff to effectively facilitate service-learning and civic	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	Number of professional development hours completed annually by staff focused on inquiry based, field-based, and stewardship learning experiences

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
	engagement projects **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. **Scope:** Schoolwide	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.	Documentation of PD completion logs, sign-in sheets, and agendas
3.3	**Action:** Project-Based Assessments	Implementing project-based rubrics on a schoolwide basis	Implementation of standardized rubrics for all

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
	Need: Unduplicated pupils need consistent and equitable ways to demonstrate their learning, 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. **Scope:** Schoolwide	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 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.	service-learning and civic action projects Percentage of projects evaluated with rubrics Student performance data disaggregated by subgroup (unduplicated pupils) to monitor equity in learning outcomes
3.4	**Action:** Increase in Student Awareness and Knowledge	This action ensures that all students, including unduplicated pupils, participate in pre- and post assessments that capture growth in environmental awareness and	Administration of pre- and post-surveys measuring awareness of community issues, sustainability practices, and civic responsibilities

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
	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. **Scope:** Schoolwide	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.	
3.5	**Action:** Impact Assessments of Community Projects **Need:** Unduplicated pupils need to see the	By implementing qualitative and quantitative assessments of civic action projects across the school, all students—including English Learners, Foster Youth, and Socioeconomically	Implementation of qualitative and quantitative impact assessments of civic action projects Completion rates of student-led presentations,

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
	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. **Scope:** Schoolwide	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.	exhibitions, and reports on project outcomes

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.

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 5,381,103	$ 1,808,808	33.614%	0.000%	33.614%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,939,033	$ 1,754,512	$ -	$ 298,111	$ 5,991,656.00	$ 4,715,335	$ 1,276,321

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					$ 2,130,225	$ -	$ 2,130,225	$ -	$ -	$ -	$ 2,130,225	0.000%
1	1.2	Teacher Development System for GCA Best Practices	All	Yes	Schoolwide	All	Elementary	Ongoing	$ 489,204	$ 72,000	$ 561,204	$ -	$ -	$ -	$ 561,204	0.000%
1	1.3	Multi-Tiered Systems of Support	All	Yes	Schoolwide	All	Elementary	Ongoing	$ 828,753	$ 120,753	$ 488,433	$ 232,102	$ -	$ 228,971	$ 949,506	0.000%
1	1.4	Special Education Program	All	Yes	Schoolwide	All	Elementary	Ongoing	$ 537,346	$ 90,000	$ 99,126	$ 459,080	$ -	$ 69,140	$ 627,346	0.000%
1	1.5	High-quality, standards-aligned curriculum and instructional materials	All	Yes	Schoolwide	All	Elementary	Ongoing	$ -	$ 28,100	$ 28,100	$ -	$ -	$ -	$ 28,100	0.000%
2	2.1	Multi-Tiered Systems of Support	All	Yes	Schoolwide	All	Elementary	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.2	Partnerships/ Outdoor Education	All	Yes	Schoolwide	All	Elementary	Ongoing	$ -	$ 144,500	$ 144,500	$ -	$ -	$ -	$ 144,500	0.000%
2	2.3	Family Engagement Opportunities (Pridelands events, Family Conferences)	All	Yes	Schoolwide	All	Elementary	Ongoing	$ -	$ 60,000	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
2	2.4	After-School & Summer Camp Programming	All	Yes	Schoolwide	All	Elementary	Ongoing	$ 445,859	$ 668,968	$ 70,076	$ 1,044,751	$ -	$ -	$ 1,114,827	0.000%
2	2.5	Social Emotional Learning & Restorative Practices	All	Yes	Schoolwide	All	Elementary	Ongoing	$ 111,295	$ 10,000	$ 121,295	$ -	$ -	$ -	$ 121,295	0.000%
2	2.6	Campus Safety & Sustainability	All	Yes	Schoolwide	All	Elementary	Ongoing	$ 154,074	$ 18,000	$ 172,074	$ -	$ -	$ -	$ 172,074	0.000%
3	3.1	Participation in service learning and civic action projects	All	Yes	Schoolwide	All	Elementary	Ongoing	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
3	3.2	Professional Development	All	Yes	Schoolwide	All	Elementary	Ongoing	$ -	$ 24,000	$ 24,000	$ -	$ -	$ -	$ 24,000	0.000%
3	3.3	Project Based Assessments	All	Yes	Schoolwide	All	Elementary	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3.4	Increase in Student Awareness and Knowledge	All	Yes	Schoolwide	All	Elementary	Ongoing	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
3	3.5	Impact Assessments of Community Projects	All	Yes	Schoolwide	All	Elementary	Ongoing	$ 18,579	$ -	$ -	$ 18,579	$ -	$ -	$ 18,579	0.000%

2026-27 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
$ 5,381,103	$ 1,808,808	33.614%	0.000%	33.614%	$ 1,808,808	0.000%	33.614%	**Total:**	$ 1,808,808
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,808,808

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 Bes	Yes	Schoolwide	All	Elementary	$ 561,204	0.000%
1	1.3	Multi-Tiered Systems of Support	Yes	Schoolwide	All	Elementary	$ 488,433	0.000%
1	1.4	Special Education Program	Yes	Schoolwide	All	Elementary	$ 99,126	0.000%
1	1.5	High-quality, standards-aligned curriculum a	Yes	Schoolwide	All	Elementary	$ 28,100	0.000%
2	2.1	Multi-Tiered Systems of Support	Yes	Schoolwide	All	Elementary	$ -	0.000%
2	2.2	Partnerships/ Outdoor Education	Yes	Schoolwide	All	Elementary	$ 144,500	0.000%
2	2.3	Family Engagement Opportunities (Pridelan	Yes	Schoolwide	All	Elementary	$ 60,000	0.000%
2	2.4	After-School & Summer Camp Programmin	Yes	Schoolwide	All	Elementary	$ 70,076	0.000%
2	2.5	Social Emotional Learning & Restorative Pra	Yes	Schoolwide	All	Elementary	$ 121,295	0.000%
2	2.6	Campus Safety & Sustainability	Yes	Schoolwide	All	Elementary	$ 172,074	0.000%
3	3.1	Participation in service learning and civic act	Yes	Schoolwide	All	Elementary	$ 20,000	0.000%
3	3.2	Professional Development	Yes	Schoolwide	All	Elementary	$ 24,000	0.000%
3	3.3	Project Based Assessments	Yes	Schoolwide	All	Elementary	$ -	0.000%
3	3.4	Increase in Student Awareness and Knowle	Yes	Schoolwide	All	Elementary	$ 20,000	0.000%
3	3.5	Impact Assessments of Community Projects	Yes	Schoolwide	All	Elementary	$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,426,592.00	$ 6,017,652.00

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	No	$ 1,850,174	$ 1,780,117
1	1.2	Teacher Development System for GCA Best Practices	Yes	$ 387,400	$ 396,068
1	1.3	Multi-Tiered Systems of Support	Yes	$ 1,142,692	$ 1,221,116
1	1.4	Special Education Program	Yes	$ 433,840	$ 617,241
1	1.5	High-quality, standards-aligned curriculum and instructional materials	Yes	$ 28,100	$ 26,891
2	2.1	Multi-Tiered Systems of Support	Yes	$ -	$ -
2	2.2	Partnerships/ Outdoor Education	Yes	$ 144,500	$ 103,145
2	2.3	Family Engagement Opportunities (Pridelands events, Family Conferences)	Yes	$ 60,000	$ 42,500
2	2.4	After-School & Summer Camp Programming	Yes	$ 854,899	$ 1,043,042
2	2.5	Social Emotional Learning & Restorative Practices	Yes	$ 109,242	$ 117,618
2	2.6	Campus Safety & Sustainability	Yes	$ 263,745	$ 382,998
3	3.1	Participation in service learning and civic action projects	Yes	$ 20,000	$ 5,000
3	3.2	Professional Development	Yes	$ 112,000	$ 92,000
3	3.3	Project Based Assessments	Yes	$ -	$ -
3	3.4	Increase in Student Awareness and Knowledge	Yes	$ 20,000	$ 5,000
3	3.5	Impact Assessments of Community Projects	Yes	$ -	$ 184,916

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,248,611	$ 1,658,085	$ 2,218,433	$ (560,348)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Teacher Development System for GCA Best Practices	Yes	$ 387,400	$ 396,068.00	0.000%	0.000%
1	1.3	Multi-Tiered Systems of Support	Yes	$ 588,836	$ 923,279.00	0.000%	0.000%
1	1.4	Special Education Program	Yes	$ 4,838	$ 245,785.00	0.000%	0.000%
1	1.5	High-quality, standards-aligned curriculum and instructional materials	Yes	$ 28,100	$ 26,891.00	0.000%	0.000%
2	2.1	Multi-Tiered Systems of Support	Yes	$ -	$ -	0.000%	
2	2.2	Partnerships/ Outdoor Education	Yes	$ 144,500	$ 103,145.00	0.000%	0.000%
2	2.3	Family Engagement Opportunities (Pridelands events, Family Conferences)	Yes	$ 60,000	$ 42,500.00	0.000%	0.000%
2	2.4	After-School & Summer Camp Programming	Yes	$ 2,606	$ 48,749.00	0.000%	0.000%
2	2.5	Social Emotional Learning & Restorative Practices	Yes	$ 109,242	$ 117,618.00	0.000%	0.000%
2	2.6	Campus Safety & Sustainability	Yes	$ 180,563	$ 212,398.00	0.000%	0.000%
3	3.1	Participation in service learning and civic action projects	Yes	$ 20,000	$ 5,000.00	0.000%	0.000%
3	3.2	Professional Development	Yes	$ 112,000	$ 92,000.00	0.000%	0.000%
3	3.3	Project Based Assessments	Yes	$ -	$ -	0.000%	
3	3.4	Increase in Student Awareness and Knowledge	Yes	$ 20,000	$ 5,000.00	0.000%	0.000%
3	3.5	Impact Assessments of Community Projects	Yes	$ -	$ -	0.000%	

2025-26 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)
$ 3,638,206	$ 1,248,611	0.000%	34.319%	$ 2,218,433	0.000%	60.976%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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