

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Charter Academy

CDS Code: 10 62166 0140764

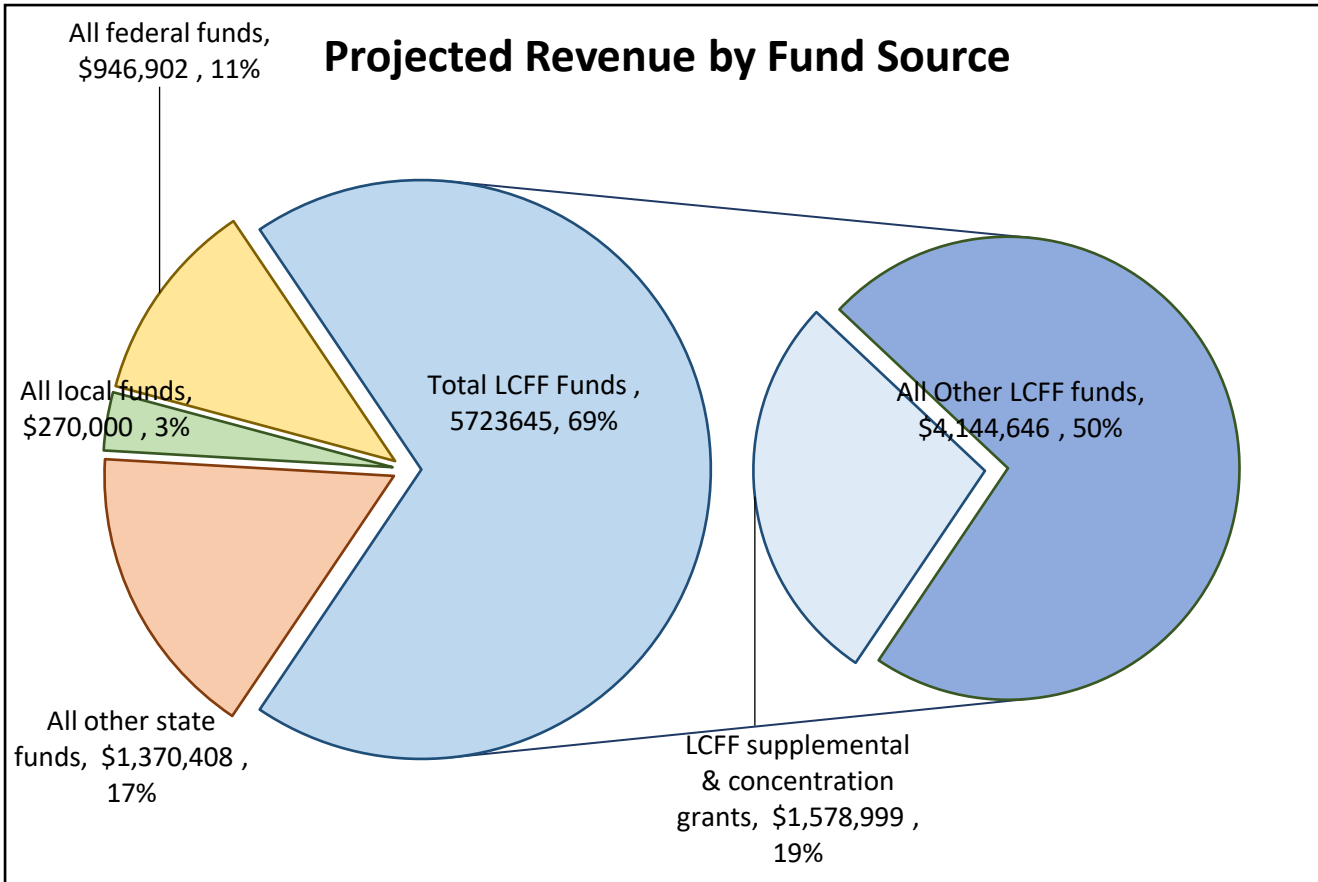
School Year: 2024 - 25

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

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

## Budget Overview for the 2024 - 25 School Year

### Projected Revenue by Fund Source

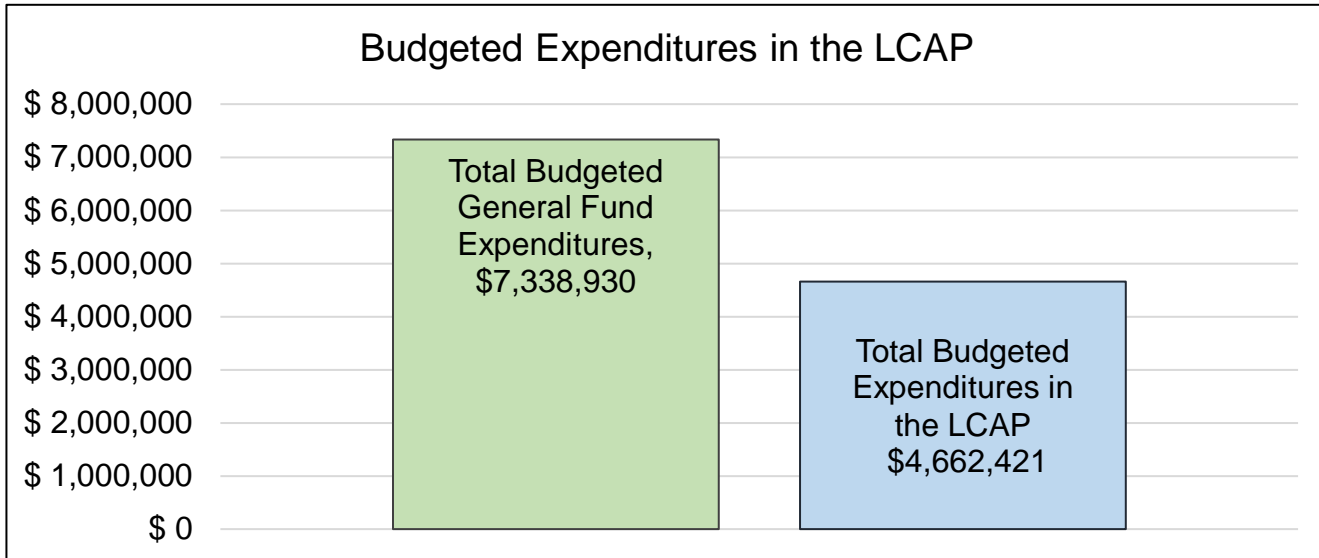


This chart shows the total general purpose revenue Golden Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Charter Academy is \$8,310,955.00, of which \$5,723,645.00 is Local Control Funding Formula (LCFF), \$1,370,408.00 is other state funds, \$270,000.00 is local funds, and \$946,902.00 is federal funds. Of the \$5,723,645.00 in LCFF Funds, \$1,578,999.00 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 2024 - 25. 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 \$7,338,930.00 for the 2024 - 25 school year. Of that amount, \$4,662,421.00 is tied to actions/services in the LCAP and \$2,676,509.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

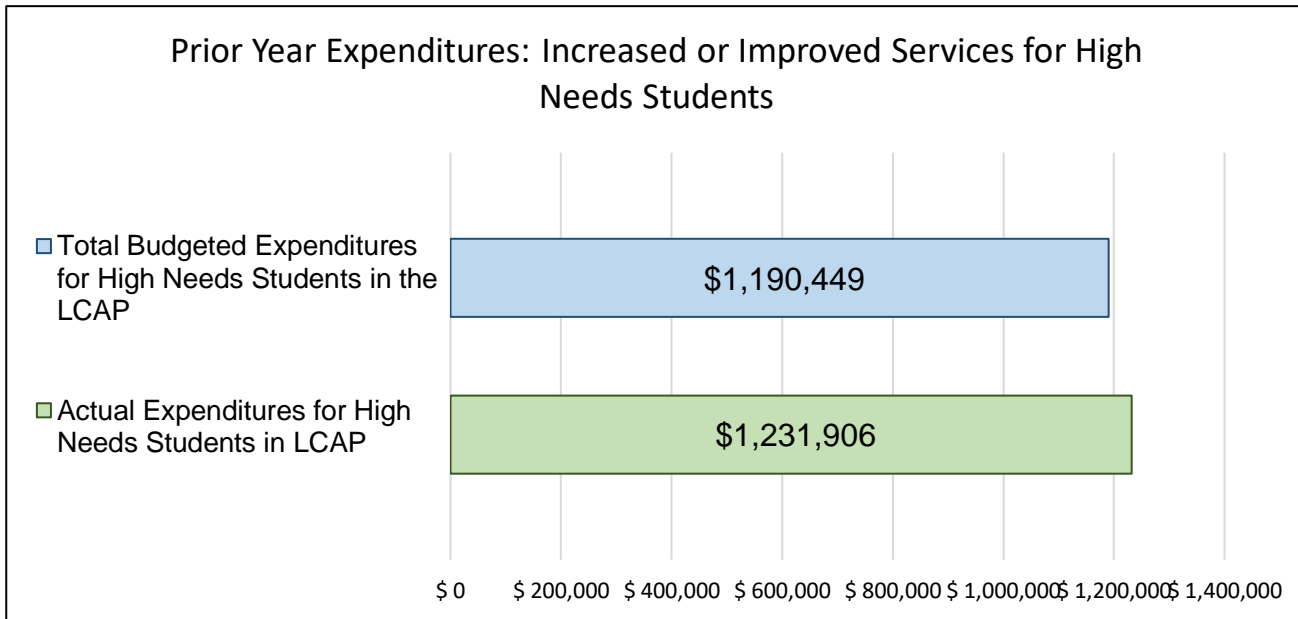
General Fund Budget Expenditures not included in the LCAP for school year 2024/25 consist of the facility, food program, administrative and professional services.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024 - 25 School Year

In 2024 - 25, Golden Charter Academy is projecting it will receive \$1,578,999.00 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 \$1,579,569.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023 - 24



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 2023 - 24, Golden Charter Academy's LCAP budgeted \$1,190,449.00 for planned actions to increase or improve services for high needs students. Golden Charter Academy actually spent \$1,231,906.00 for actions to increase or improve services for high needs students in 2023 - 24.

## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Charter Academy	Mandy Breuer, Principal Liana Pellegrino, Assistant Principal	<a href="mailto:mandy@goldencharteracademy.org">mandy@goldencharteracademy.org</a> <a href="mailto:l.pellegrino@goldencharteracademy.org">l.pellegrino@goldencharteracademy.org</a> 559-293-3157

***Goals and Actions***

***Goal***

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

***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome 21-22	Year 2 Outcome 22-23	Year 3 Outcome 23-24	Desired Outcome for 2023–24
CAASPP English Language Arts Average Distance from Meeting Standard (DFS)	Opening year	3rd: Met/Exceeded 13% Nearly Met 19% Not Met 68%	3rd: Met/Exceeded 10% Nearly Met 24% Not Met 66%  4th: Met/Exceeded 17% Nearly Met 8% Not Met 75%	3rd: Met/Exceeded 17% Nearly Met 23% Not Met 60%  4th: Met/Exceeded 21% Nearly Met 18% Not Met 61%  5th: Met/Exceeded 31% Nearly Met 19% Not Met 49%	Baseline +2% for 21-22 Baseline + 2% for 22-23 Baseline + 2% for 23-24 = <b>13.80%</b>
CAASPP Math Average Distance from Meeting Standard (DFS)	Opening year	3rd: Met/Exceeded 15% Nearly Met 20% Not Met 65%	3rd: Met/Exceeded 11% Nearly Met 21% Not Met 68%  4th: Met/Exceeded 12% Nearly Met 16% Not Met 72%	3rd: Met/Exceeded 17% Nearly Met 26% Not Met 57%  4th: Met/Exceeded 4% Nearly Met 20% Not Met 76%  5th: Met/Exceeded 0% Nearly Met 28% Not Met 72%	Baseline +2% for 21-22 Baseline + 2% for 22-23 Baseline + 2% for 23-24 = <b>15.92%</b>

<p>Percentage of English Learners who make progress on ELPAC</p>	<p>Opening Year</p>	<p>Spring 2022 Summative ELPAC</p> <ul style="list-style-type: none"> <li>● 2 students (1st, 3rd) at score 1</li> <li>● 1 student (1st) at score 2</li> </ul> <p>Data Year: 21-22 Data Source: ELPAC</p>	<p>Spring 2023 Summative ELPAC</p> <ul style="list-style-type: none"> <li>● 4th Grade: <ul style="list-style-type: none"> <li>○ 1 student grew from Level 1 to Level 2</li> </ul> </li> <li>● 2nd Grade: <ul style="list-style-type: none"> <li>○ 1 student stayed at Level 1</li> <li>○ 1 student stayed at Level 2</li> </ul> </li> <li>● 1st Grade: <ul style="list-style-type: none"> <li>○ 1 student at Level 4</li> </ul> </li> <li>● Kindergarten <ul style="list-style-type: none"> <li>○ 1 student at Level 3</li> <li>○ 1 student at Level 2</li> </ul> </li> </ul> <p>Data Year: 22-23 Data Source: ELPAC</p>	<p>Spring 2024 Summative ELPAC</p> <ul style="list-style-type: none"> <li>● 5th: 1 student progressed +2 (Level 2 to Level 4)</li> <li>● 3rd: <ul style="list-style-type: none"> <li>○ 1 student progressed +1 (Level 1 to Level 2)</li> <li>○ 1 student pending (Current Level 1)</li> </ul> </li> <li>● 1st: 1 student pending (Current Level 1)</li> </ul> <p>Data Year: 23-24 Data Source: ELPAC</p>	<p>Increase from baseline +2% each year until we are green on CA School Dashboard*</p> <p>*statistically insignificant population for Dashboard currently</p>
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Percentage of students reclassified out of those who started the year as an English Learner	Opening year	0/3 students reclassified  Data Year: 21-22 Data Source: ELPAC	1 of 6 students reclassified  Data Year: 22-23 Data Source: ELPAC	1 of 5 students pending reclassification  Data Year: 23-24 Data Source: ELPAC	Increase from baseline +3% each year until we are green on the CA School Dashboard*  *statistically insignificant population for Dashboard currently
Percentage of students who meet standard on state science test	Opening year	NWEA MAP science for Fall 2022 <ul style="list-style-type: none"> <li>● 4th grade: Fall 2022 science performance 12% of students at or above the mean</li> <li>● 3rd grade: Fall 2022 science performance 8% of students at or above the mean</li> </ul> Data Source: NWEA MAP Fall 2022	NWEA MAP science for Spring 2023: <ul style="list-style-type: none"> <li>● 4th grade: Spring 2023 science performance 17% of students at or above mean</li> <li>● 3rd grade: Spring 2023 science performance 6% of students at or above mean</li> </ul> Data Source: NWEA MAP Spring 2023	CAST 2024 <ul style="list-style-type: none"> <li>● 5th grade: <ul style="list-style-type: none"> <li>○ Met/Exceeded 23%</li> <li>○ Nearly Met 62%</li> <li>○ Not Met 15%</li> </ul> </li> </ul> Data Source: CAST Spring 2024	Set Baseline



## Goal Analysis

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

Last August, Golden Charter Academy added a new grade level and expanded enrollment to 327 students TK-5. A significant portion of the data analysis, teacher and administrator professional development, program evaluation, and strategic planning at the site was devoted to supporting the community (students, teachers, and site leaders) in the continuation of closing achievement gaps from pandemic learning grades 3-5 while providing a rigorous, highly engaging instructional program for our TK-2 students. This work required the refinement and addition of sustainable infrastructures targeted to ensuring an inclusive multi-tiered system of support with an emphasis on planning and delivering rigorous, standards-driven interdisciplinary projects and improving school-wide curriculum implementation. Furthermore, in order to improve student learning outcomes, the site leveraged Tier 1 instructional best practices, including Kagan cooperative learning strategies, to create safe cooperative learning environments where meaningful student interactions were intentionally facilitated and checks for understanding executed regularly. The analysis indicates an ongoing commitment to refining strategies and increasing resources to meet these targets. The focus is not only on immediate improvements but also on sustainable, long-term progress to close the achievement gaps for the identified student groups.

The actions outlined in Goal One supported the progress toward meeting the goal of Improved Student Outcomes by improving outcomes for all students by improving instruction and programs.

Action 1.A. GCA Highly Qualified Faculty/Staff: GCA continues to prioritize securing highly qualified faculty and staff. GCA personnel will provide support in developing systems for analyzing and visualizing data, planning and delivering teacher and administrator professional development, assessment design, curriculum selection, program evaluation, and strategic planning as GCA adds grade levels in the coming years. Golden Charter Academy has solid ongoing HR practices, including procedures for recruiting, hiring, leading to highly qualified staff. No substantive differences in planned action compared to the actual implementation.

Action 1.B. Teacher Development System for GCA Best Practices: GCA will continue implementation and refinement of our best practices--the Universal Design for Learning, environmental education, and place-based learning. These practices are designed to meet the needs of students who are low-income, learning English, in the foster care system, or experiencing homelessness. In 2023-24, we will refine our best practices for the post-pandemic environment. This will include examining how we prioritize standards, deepening instructional practice around those standards, and refining how we use assessment to inform refinements to scope & sequence, instructional practice, and interventions. In each year of the LCAP, we will evaluate how well our best practices are implemented and the corresponding impact on student outcomes, including outcomes for English learners, low-income students, and other student groups. Working closely with literacy and math experts from Instruction Partners as GCA focused on strengthening instructional practice, support, and leadership. GCA ensured 2nd-5th grade teachers had core content support needed to improve learning experiences and learning outcomes for students—with attention to students of color, students experiencing poverty, multilingual learners, and students with disabilities. With the addition of core content instructional coaches, teachers honed skills to support reading intervention, enrichment as well as science-focused,

interdisciplinary work. GCA continues with full implementation of the NWEA MAP assessment system with data analysis sessions to ensure intervention and enrichment programs can reach students in a timely fashion. Professional development with faculty and staff is focused on teaching strategies to support differentiated instruction and data-driven teaching practices. No substantive difference in planned action compared to the actual implementation.

Action 1.C. Multi-Tiered Systems of Support: In 2022-23, the student services coordinator, instructional leadership team, and principal will lead the initial phase of tiered support services across campuses. They will evaluate adding partners for developing, delivering, and refinement of MTSS structures and strategies. In 2023-24, we will review outcomes and then broaden and expand the most effective programs. In all three LCAP years, we will be identifying and providing professional development for general education teachers and grade-level team leaders, department chairs, and administrators to improve MTSS. After reviewing 2023-24 NWEA data and CAASPP SBAC performances, GCA sees the need to even more strategically organize 24-25 instructional blocks to effectively support the gaps in math identified heavily in 4th-6th grade students and to continue growth gains seen in early grades and continuing to elevate on the gains made from highly concentrated work around literacy over its first three academic years in operation. The instructional leadership team continues to review data to inform action planning, and trends continue to show that older students are gaining but still are further behind than students in the younger grades—which makes sense in terms of students' in-person learning opportunities over the last several years. NWEA data indicates that 24-25 3rd-6th grades will need more strategic math goals to support growth moving forward. GCA will continue to refine targeted interventions with a focus on students in the lower growth and achievement ranges. Therefore, along with Instruction Partners support, GCA will be able to begin planning sessions with direct one-to-one coaching and teacher learning communities to ensure high-quality, standards-rich learning experiences and equitable intervention scaffolds are firmly in place in Q1. GCA also is planning to provide Interim assessments for 3rd-6th grade students in 24-25, and GCA has identified assessment program supports to ensure that classroom summative assessments are aligned to anchor standards for ELA and priority standards in math. GCA will test another round of 5th grade students on the CAST as well. Grade 5 on NWEA has growth from spring 2022 to spring 2024 in the 70th percentile, which is significantly above average. GCA is showing positive growth and improving achievement. The reduction in the lowest achievement category and the increase in the highest category suggest effective interventions and progress in closing the achievement gap. Therefore a deep focus on assessment and planning will be needed to ensure students are ready to succeed on state and local assessments. GCA's refinement of its instructional cycles will ensure regular progress monitoring to ensure timely interventions and support for struggling students. GCA continues to audit teacher-created interdisciplinary instruction and project-based assessments, study existing intervention systems, articulate and leverage instructional best practices to serve as a bedrock for three tiers of academic support; develop organization-wide tools for efficient and sustainable MTSS while providing appropriate interventions to increase success in restorative practices—central to the Tier 1 MTSS work. No substantive difference in planned action compared to the actual implementation.

Action 1.D. Special Education Program: Collaborate across teams to create shared systems of compliance and accountability with the new SELPA provider through Fresno County Superintendent of Schools. GCA will also add additional training opportunities for the full-time educational specialist, student services coordinator, life coach, and learning guides who will spend time becoming familiar with students, their families, their needs, and programs, so they can be better prepared to step in to

provide additional support. Through their collaboration with the faculty/staff, GCA will establish systems for the initial and compliant delivery of special education services collaborating with FCSS Charter SELPA specialists and other program team members.

GCA's 2024-25 LCAP Goal 1 reflects a strategic approach to addressing the specific needs of English learners and low-income students through targeted interventions, resource allocation, and continuous progress measurement. The emphasis on tiered interventions, teacher support, and differentiated instruction aims to ensure all students, particularly those struggling academically, have the opportunity to succeed.

#### Key Needs and Interventions

> Identified Needs: Academic Support for English Learners and Low-Income Students: These groups require more academic support compared to the general student population, as indicated by state and GCA English Language Arts (ELA) and math assessments.

> Refinement of Tiered Interventions: GCA plans to continue refining tiered interventions addressing attendance/engagement, behavior/social-emotional issues, and coursework/academics, with a special focus on literacy and mathematics.

> Increased Resources for Faculty and Staff: Additional resources will be allocated to support teachers in providing targeted interventions to these students.

> Differentiated Educational Resources: These resources will help teachers offer educational opportunities tailored to English learners and low-income students, allowing them to meet grade-level standards and fill learning gaps in Math and English Language Arts.

> Providing GCA-wide Benefits: While the focus is on English learners and low-income students, the interventions are designed to benefit all students struggling academically.

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

Addition of Instruction Partners for direct math/ELA content coaching

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

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

#### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

Using results from CHKS Staff Survey, more strategic collaborative experiences were crafted that put classroom teachers and learning guides in professional development series that supported cooperative learning, core content and interdisciplinary unit design so better academic supports could be in place for teachers.

In order to improve special education and English language development services, the education specialist and ELD coordinator continued work in weekly grade-level meetings to ensure that the needs of all learners on site were constantly met. Additional resources from GCA's new SELPA were implemented in staff development on verbal de-escalation and ways to positively handle challenging behaviors. Much of this work is rooted in the implementation of the school's Universal Design for Learning best practices.

GCA increased sections of the specialty movement classes so students could find healthy ways of expression as well as grow skills of emotional regulation and teaching staff would have additional prep time to ready classrooms for the rich, rigorous learning experiences. This year, GCA offered a series of Motivational Movement experiences with weekly sessions of martial arts, Zumba, regular nature hikes, and challenge-based games. As a result, students were given the opportunity to learn through movement, collaboration, socialization, and communication, all of which are extremely important as they work to adapt to post-COVID challenges in school and in learning.

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

GCA continues to look for other opportunities to connect work on selected Tier 1 strategies with previously implemented initiatives that have proven to be successful as well as proven Tier 2 and 3 programs to get our older students firmly into grade-level reading and math targets. In order to establish a robust, inclusive multi-tiered system of support for all learners, it is imperative to establish a clear link between that which GCA has already accomplished and the high-leverage instructional practices we would like to execute in the future.

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

> Determining the role of teacher-created vs. adopted curricula and corresponding assessments;

- > Auditing existing intervention system;
- > Articulating high leverage instructional best practices to serve as the bedrock for three-tiers of academic supports;
- > Developing organization-wide tools for MTSS efficiency and sustainability when identifying students and providing appropriate interventions; and

In January of 2024, working alongside Instruction Partners, GCA introduced a more refined teacher development system, while integrating GCA's best practices and ensuring our MTSS is coordinated, data-based, sustainable, and supports equitable outcomes for all students.

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

## Goal

Goal #	Description
2	<b>Climate &amp; Engagement. We will continue developing a caring school culture that supports student wellness, is responsive to stakeholder feedback, and ensures organizational sustainability</b>

## ***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome 21-22	Year 2 Outcome 22-23	Year 3 Outcome 23-24	Desired Outcome for 2023–24
Attendance	Opening year	21-22 ADA by Grade Level <ul style="list-style-type: none"> <li>TK: 90.54% (-2.46)</li> <li>K: 89.61% (-3.39)</li> <li>1st: 91.06% (-1.94)</li> <li>2nd: 90.49% (-2.51)</li> <li>3rd: 91.07% (-1.93)</li> </ul> Data Year: 21-22 Data Source: School Pathways Attendance Reports	90% of 259 <ul style="list-style-type: none"> <li>TK: 86.7% (-3.3)</li> <li>K: 86.35% (-3.65)</li> <li>1st: 87.17% (-2.83)</li> <li>2nd: 88.81% (-1.19)</li> <li>3rd: 87.83% (-2.57)</li> <li>4th: 88.40% (-1.6)</li> </ul> Data Year: 22-23 Data Source: School Pathways Attendance	90% of 312 Projected 23-24 Average Daily Attendance: 89.53% (-0.47%) <ul style="list-style-type: none"> <li>TK: 87.15% (-2.85)</li> <li>K: 90.85% (+0.85)</li> <li>1st: 88.76% (-1.24)</li> <li>2nd: 90.01% (+0.01)</li> <li>3rd: 90.46% (+0.46)</li> <li>4th: 89.04% (-0.96)</li> <li>5th: 89.67% (-0.33)</li> </ul> Data Source: School Pathways LP1-11 23-24 Attendance Report	90% ADA
Family input in decision-making: % of families who agree that the school allows, seeks, and welcomes their input.	Opening year	91% of families report that school actively seeks the input of parents before making important decisions. Data Source: 21-22 WestEd CHKS Parent Survey	95% of families report that school actively seeks the input of parents before making important decisions. Data Source: 22-23 WestEd CHKS Parent Survey	Pending Data Source: 23-24 WestEd CHKS Parent Survey	Increase by 5% annually until 80% is reached then maintain that level

<p>Student Safety &amp; Connectedness: % of students who agree or strongly agree that the school is safe on annual climate survey</p> <p>Average level of agreement with connectedness questions on CA Healthy Kids Survey or similar climate survey</p>	<p>Opening Year</p>	<p>77% of students report that they feel connected at school.</p> <p>71% of students report that they feel safe at school.</p> <p>Data Source: 21-22 WestEd CHKS Student Survey</p>	<p>75% of 3rd graders &amp; 68% report that they feel connected at school.</p> <p>84% of 3rd graders &amp; 57% of 4th graders report that they feel safe at school.</p> <p>Data Source: 22-23 WestEd CHKS Student Survey</p>	<p>Maintain above 70% on School Safety and Connectedness Surveys as School Grows</p> <p>Pending Data Source: 23-24 WestEd CHKS Student Survey</p>	<p>Maintain above 70% on School Safety and Connectedness Surveys as School Grows</p>
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<p>Family safety &amp; connectedness: % of families who agree or strongly agree that campus is a safe place for their child.</p> <p>&amp;</p> <p>Average % of families who agree or strongly agree that school staff treats them with respect, take their concerns seriously and are helpful to them.</p>	<p>Opening year</p>	<p>96% of families identify the school as a safe place to learn for their child(ren) to learn.</p> <p>Data Source: 21-22 WestEd CHKS Parent Survey</p>	<p>Around 90% of families report Agree to Strongly agree on LCAP Goal 2 family survey</p> <p>Data Source: Internal GCA LCAP Spring 2023 LCAP survey</p> <p>100% of families who agree or strongly agree that campus is a safe place for their child.</p> <p>95-100% of families agree or strongly agree that school staff treats them with respect, take their concerns seriously and are helpful to them.</p> <p>Data Source: 22-23 WestEd CHKS</p> <p>Data Source: 22-23 WestEd CHKS Parent Survey</p>	<p>Pending</p> <p>Increase of 2% over baseline each year until reaching 80%</p> <p>Data Source: 23-24 WestEd CHKS Parent Survey</p>	<p>Increase of 2% over baseline each year until reaching 80%</p> <p>Data Source: 24-25 WestEd CHKS</p>
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<p>Staff safety &amp; connectedness</p> <p>Avg level of agreement with staff working environment and collegiality questions on California School Climate Surveys or similar survey</p>	<p>Opening year</p>	<p>95% of staff report that this school is a supportive and inviting place for staff to work.</p> <p>94% of staff report they have close professional relationships with each other.</p> <p>90% say the school is a safe place for staff.</p> <p>Data Source: 21-22 WestEd CHKS Staff Survey</p>	<p>79% of staff report that this school is a supportive and inviting place for staff to work.</p> <p>66% of staff report they have close professional relationships with each other.</p> <p>91% say the school is a safe place for staff.</p> <p>Data Source: 22-23 WestEd CHKS Staff Survey</p>	<p>Pending</p> <p>Maintain above 80% on Staff Safety and Connectedness Surveys as School Grows</p> <p>Data Source: 23-24 WestEd CHKS Staff Survey</p>	<p>Maintain above 80% on Staff Safety and Connectedness Surveys as School Grows</p>
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## Goal Analysis

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

GCA prides itself on having a caring school culture that supports student wellness, is responsive to partner feedback, and ensures organizational sustainability. Student connectedness also continues to be a major focus for the site. GCA utilizes NWEA MAP data and California Healthy Kids Survey data to inform Q1 focus to help meet the specific SEL needs of our students. Students who were safe and in school had a chance to bolster literacy gaps brought on by being out of the classroom for over a year. Finally, to assess the climate of care, the site administered surveys and focus groups throughout the year and saw incredibly promising results—with a large majority of staff and students saying the campus is safe and caring. GCA centers itself on having a caring school culture that supports student wellness, is responsive to partner feedback, and ensures organizational sustainability. GCA created a community engagement coordinator position to bolster the opportunities for families to engage with the school around mission-aligned programs.

The actions outlined in Goal Two focused on Climate & Engagement as GCA continues developing a caring school culture that supports student wellness, is responsive to stakeholder feedback, and ensures organizational sustainability

Action 2.A. Partnerships/Outdoor Education: Quality outdoor education experiences, service learning, and community service, and action relies upon community partnerships. GCA and school-site leadership will sustain and refine partnerships with zoo and other area agencies in order to increase engagement of unduplicated pupils, so they are able to access resources, experience, and expertise related to their social-emotional development and educational/career plans. Overnight field trips and day field trips will contribute to wellness and healing efforts as they will allow students to experience open space, wilderness, a sense of belonging in outdoor environments, and community building outside of school. Substantial evidence supports the value of outdoor education programs for promoting healthy adolescent development (Cason & Gillis, 1994; Dillon et al., 2006; Hattie, Marsh, Neill, & Richards, 1997; Norton & Watt, 2013). GCA worked with over 30 different community and outdoor education partners to provide rich, nature-connecting learning experiences to all of its students, families, faculty, and staff—in an effort to increase student engagement and provide access to resources and expertise related to science, nature, culturally-affirming instruction, restorative practices, and the environment. GCA offered a plethora of quality nature outings for students and for families. These environmental learning opportunities contributed to the wellness of all learners by allowing them to create a sense of belonging in the outdoors, as well as within their community, thus supporting healthy adolescent development. GCA created a community engagement coordinator position to bolster the opportunities for families to engage with the school around mission-aligned programs. With the mental health provider partnerships with Fresno County Department of Mental Health's All 4 Youth, Integrated Community Solutions Initiative and Fresno Pacific's On-Site Counseling Center and mentorship program, GCA student services was able to service the number of referrals needed to provide additional socio-emotional support, as well as threat assessments. No substantive differences in planned action compared to the actual implementation.

Action 2.B. Family Engagement: Leverage new parent engagement strategies through in-person and virtual sessions to expand family involvement in decision-making and increase participation and sense of connection with families of low-income students and English learners. GCA created a community engagement coordinator position to bolster the opportunities for families to

engage with the school around mission-aligned programs. GCA continued to utilize both in-person and virtual options, two-way messaging platforms, and electronic newsletters to keep the community engaged and informed throughout the year. No substantive differences in planned action compared to the actual implementation.

Action 2.C. After-School Programming: GCA offers an in-house after-school program to supplement the educational program and increase student engagement and a sense of connectedness. To meet community needs, GCA also implemented an in-house after-school program that served about  $\frac{2}{3}$  of students on a daily basis while school was in session. No substantive differences in planned action compared to the actual implementation.

Action 2.D. Mentorship Programming: Working with community agencies that specialize in the mentorship of urban students, GCA trains in-house learning guides and life coaches to give students opportunities to grow in their empowerment and express their voices with compassion to improve the world around them. GCA's mentoring program will play an instrumental role in laying the foundation for character development of GCA students. Throughout this last LCAP cycle, GCA developed a strong advisory and mentorship model relying on circles and other restorative practices rooted in the GOLDEN rules (Give Respect, Obligation to Community, Love Learning, Dedication, Elevate & Never Quit). As a critical element for learning, GCA has prioritized meaningful student-adult relationships that fostered opportunities to explore mental health and socially-important topics, including anxiety, depression, friendship, organization skills, and other academic needs. As a result of the direct engagement from GCA's advisory program (Morning Meetings), teachers, mentors, and school counselors worked across the school to combat depression, and suicidal ideations, and work closely with those students needing social and collaborative skill development. Furthermore, as the school expands its ability to meet the needs of those who require additional interventions, GCA plans to add additional mentorship and partnership opportunities for students to engage in healthy social-emotional skill growth and development. No substantive differences in planned action compared to the actual implementation.

Action 2.E. Morning Meetings (Advisory): GCA knows that meaningful relationships with adults are critical for student learning. In GCA's morning meetings, these relationships act as a Tier 1 support for social-emotional & academic needs. These meetings provide a structure for ongoing healing, creating intentional miniature communities where every student belongs, can feel like a blessing, and can engage in healing. GCA teachers' comfort/expertise with developing small learning communities and social-emotional learning will vary, so over the next several years GCA will continue to identify resources and tools for this responsive, restorative approach and develop the capacity of teachers to provide an intentional SEL program that fulfills this vision. GCA intentionally refines advisory to be high-quality and effective Tier 1 social-emotional support as the school refines the social-emotional side of our multi-tiered systems of support (MTSS). Tools and strategies from advisory are incorporated in classes across content areas. Practicing building community in the morning meetings will also increase teachers' capacity to implement Universal Design for Learning in academic settings. No substantive differences in planned action compared to the actual implementation.

Action 2.F. Faculty/Staffing: The Attendance Secretary and school counselors will continue leading efforts to closely connect students' families and home communities to the work of GCA. In 2022-23, GCA added an additional counselor in addition to the Community Engagement Coordinator to increase these outreach efforts. No substantive differences in planned action compared to the actual implementation.

GCA's 2024-25 LCAP Goal 2 reflects a strategic approach to addressing the specific needs and serve those who are low-income, as well as English language learners. Actions from Goal 2 continue to be reinforced and woven throughout all faculty and staff work with students. Not only does this context of Goal 2 resonate within our community, it helps students express themselves and feel more comfortable in school—taking the healthy risks our service action-oriented units of study required. Many teachers increased their use of the advisory meetings at various times of the day to ensure SEL needs were known and timely addressed. With the addition of the school counselors, GCA began a Second Step social-emotional learning curriculum in all grades. GCA had no expulsions during this reporting period but did monitor discipline data around referrals and suspensions in order to get resources to students in the Tier 2 and 3 levels for behavior—especially around chronic absenteeism and suspensions.

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

None at this time

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

None at this time

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Chronic absenteeism and suspension rate are areas of focus. In 23-24, GCA became part of Fresno's Early Matters Networked Improvement Community to provide professional development to the school site team and resources for students and families. The school added a Restorative Practices Intervention Coordinator in 2024 to assist students and families with more authentic and effective restorative practices to keep them out of the discipline system. As students are getting older in the system, the site team is developing more student voice and choice in school extracurricular activities to increase connection to school. Lastly, administrators have increased instructional guidance and community-building opportunities for faculty and staff to increase connection to GCA as a supportive and inviting place for staff to work and one that fosters close professional relationships among faculty and staff.

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

In addition to changes listed above, GCA will be expanding the role of attendance secretary to a Student Welfare and Attendance Coordinator to increase outreach to families struggling getting students to school regularly. GCA is also looking to add some transportation support to assist these endeavors. Additional behavior technicians are also being added to the student services team to assist students in developing effective behavior management tools to keep them safely and productively engaged in instructional experiences.

**Goal**

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

## ***Measuring and Reporting Results***

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



<p><b>Environmental Dispositions</b></p> <p>(Social Emotional Learning &amp; Connectedness with Nature)</p> <p>Students will demonstrate connectedness with nature.</p> <p>Students will demonstrate social-emotional learning competencies related to the environment.</p>	<p>Opening year</p>	<p>CHKS:</p> <p>56% of students feel that they are one of the best students.</p> <p>66% of students feel like they have a chance to solve problems.</p> <p>85% of students report that they get to do things that are helpful.</p> <p>83% of students report feeling academically motivated.</p> <p>79% of students report they feel responsible for how they act.</p> <p>84% report that students care for each other and treat each other with respect.</p> <p>Nature Connectedness Surveys: 3rd grade averaged 6.125 (of 7) in feeling connected to nature</p> <p>TK averaged 4.3 (of 5), Kinder 4.07, 1st 4.2, and 2nd 4.27 in their nature connectedness responses</p> <p>Data Source: WestEd CHKS Student Survey,</p>	<p>CHKS:</p> <p>62% of 3rd graders and 47% of 4th graders feel that they are either one of the best or better than most students.</p> <p>69% of 3rd graders and 39% of 4th graders feel like they have a chance to solve problems most to all of the time.</p> <p>81% of 3rd graders and 74% of 4th graders report that they get to do things that are helpful most to all of the time..</p> <p>84% of 3rd graders and 86% of 4th graders report feeling academically motivated.</p> <p>73% of 3rd graders and 85% of 4th graders report they feel responsible for how they act.</p> <p>93% of 3rd graders and 85% of 4th graders report that students care for each other and treat each other with respect.</p>	<p>Pending</p> <p>Data Source: 23-24 WestEd CHKS Student Survey</p>	<p>Students will score higher than the norm group in SEL dispositions of efficacy and empathy on CHKS</p>
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		NAAEE Surveys 21-22	Data Source: 22-23 WestEd CHKS Student Survey		
<p><b>Environmental Stewardship Behaviors</b> (Individual &amp; Collective)</p> <p>Students will demonstrate individual stewardship behavior.</p> <p>Students will demonstrate civically engaged stewardship behavior.</p>	Opening Year	<p>100%</p> <p>Data Source: School Pathways Teacher Gradebooks 21-22</p>	<p>100%</p> <p>Data Source: School Pathways Teacher Gradebooks 22-23</p>	<p>100%</p> <p>Data Source: School Pathways Teacher Gradebooks 23-24</p>	<p>100% of students will receive opportunity to complete for 1 community service project in an academic year</p>
<p>School Facilities in "Good Repair": Clean, safe, and functional as determined by the Green Ribbon Pillar 1 and 2 criteria or other local instrument that meets same criteria</p>	Opening year	<p>78% of students report the school facilities as neat and clean and 100% of teachers report clean and well-maintained facilities and property.</p> <p>Data Source: 21-22 WestEd CHKS</p>	<p>100% of families &amp; staff report clean and well-maintained facilities and property</p> <p>Data Source: 22-23 WestEd CHKS</p>	<p>Pending</p> <p>Data Source: 23-24 WestEd CHKS</p>	<p>The facility will receive ratings of good on all inspected systems and an overall rating of good.</p>

## Goal Analysis

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

GCA continued the imperative to ensure that programs, operations, and facilities were not only mission-aligned but that they continued to meet the needs of GCA's environmental and educational priorities and ensure the achievement of the learning goals. With the support of its fully staffed faculty and staff throughout the academic year, GCA was able to establish smooth operations that were consistent, compliant, and properly functioning each day. GCA's team was able to direct their focus on student outcomes and there were no substantive differences in planned versus actual implementation of actions. Partners provided a rich slate of interdisciplinary, science-centered, and civically-minded learning experiences and many of the goal baselines show success—like students feeling connected to school and nature.

The actions outlined in Goal Three focused on GCA's Environmental Student Outcomes and crafting an intentional instructional program targeted to grow skills of environmental literacy, dispositions, and stewardship.

Action 3.A. High-quality, standards-aligned curriculum and instructional materials: Environmental Literacy Knowledge & Skills, Environmental Dispositions, and Environmental Stewardship behaviors. At GCA, all students will continue to have access to courses and materials to help them grow and develop Environmental Literacy Knowledge & Skills, Environmental Dispositions, and Environmental Stewardship behaviors. No substantive differences in planned action compared to the actual implementation.

Action 3.B. Outdoor Education/Experiential Learning/Place-Based Learning: Ultimately, environmentally literate individuals possess a sophisticated set of knowledge, skills, and dispositions that allow them to solve novel environmental problems and determine the best set of actions; they are engaged in civic decision-making and action. Therefore, GCA will continue to use a variety of environmental education resources, including those offered in field-based experiences with local agencies such as the National Park Service, Fish and Wildlife Service, Bureau of Land Management, State Parks Service, local land trusts, fisheries, and other entities that manage natural resources. GCA educators will be able to extend these field-based learning experiences by developing learning modules using the Environmental Principles & Contexts and the Guidelines for Learning (K-12). No substantive differences in planned action compared to the actual implementation.

Action 3.C. Place-Based & Environmental Education Professional Learning: Ultimately, teachers need intentional training to craft learning experiences to form environmentally literate individuals. Teachers will deepen training in incorporating civic decision-making and action into the unit design. Therefore, GCA will continue to use a variety of environmental education partners to develop science content knowledge and the environmental literacy of its faculty and staff. No substantive differences in planned action compared to the actual implementation.

Action 3.D. Sustainable facilities & operations: Children need to have a clearer understanding of the natural world and the impacts of human choices as they will one day be looked to for decisions concerning natural resources, informed policymaking, and legalities (Milner et al., 2012). Nurturing this level of understanding means "our schools must be models of sustainable and inclusive practices, and our education programs must be action and solution-oriented," according to the California

Environmental Literacy Initiative (2019, p. 2). No substantive differences in planned action compared to the actual implementation.

Action 3.E. Promoting a safe school environment: Feeling safe and valued is vital to a child's development. Learning suffers when students fear for their safety. In a healthy, supportive climate, students are engaged and take intellectual risks. They follow well-established rules and norms for behavior that their teachers and school leaders model and maintain. Such a community is characterized by positive relationships between students and faculty/staff and a place where genuine respect is the norm, where all students feel they belong. GCA is utilizing this goal for recruitment and training of highly-specialized school safety and supervision teams to ensure students have a school climate in which to meet GCA expectations for academic excellence and school behavior. No substantive differences in planned action compared to the actual implementation.

GCA's 2024-25 LCAP Goal 3 reflects a strategic approach to addressing the specific needs and serve those who are low-income, as well as English language learners. Actions from Goal 3 continue to be reinforced and woven throughout all faculty and staff work with students. Not only does this context of Goal 3 resonate within our community, it helps students express their learning and autonomy through connection with nature and service action.

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

None at this time

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

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

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

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

In an effort to ensure excellent operations, programs, and facilities, GCA hired certificated and classified personnel, purchased books and course materials, and acquired other necessary supplies for the effective implementation of educational programs for all students on campus. The retention of staff, in addition to the introduction of mentors, and the hiring of more learning guides and campus safety coordinators, has proven to be incredibly impactful on the learning process. Smaller adult-to-student ratios enabled the site to introduce more tactile, relevant learning projects thereby increasing student engagement and academic success. Counseling structures were also put into place to help maintain consistent operations and educational programming. This included a referral form, screening for mental health, and the assignment of an appropriate provider to

service a case—all managed by the two school counselors. The community relations coordinator also offered a new slate of environmental, health, cultural, and educational opportunities to increase family connection and engagement.

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

None at this time

**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**

## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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Golden Charter Academy	Liana Pellegrino, Principal David Watson, Assistant Principal	l.pellegrino@goldencharteracademy.org d.watson@goldencharteracademy.org 559-293-3157

## Plan Summary [2024–2025]

### General Information

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

Golden Charter Academy (GCA) nurtures expert learners who aspire to experience the world around them, both as community ambassadors and global citizens. GCA embraces the community, the natural world, the zoo, and the GCA campus as fundamental places of learning and relevance. GCA's dynamic curriculum and learning experiences breaks down barriers and positions all students for growth. At GCA, the educational pathway of our students immerses them in experiences of awe, wonder, and curiosity through environmental engagement, civic action, and service learning. Through this vision, GCA serves all students, including those who have struggled academically, have been historically underserved, and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, as well as homeless and foster youth benefit especially from individualized learning that emerges from GCA's informed best practices of environmental education, place-based learning and Universal Design for Learning. Students are surrounded by climate- and community-conscious educators who mentor and curate a love for learning and desire to contribute to their communities. Every action of GCA commits to these three core values: Stewardship, Equity, and Access. These values represent GCA's most ardent beliefs and underpin all of our educational endeavors and initiatives. Stewardship refers to the deep understanding of the interconnection and inter-being of all life and the importance of conserving and managing the earth's natural resources as well as the care for community and place. Equity focuses on GCA's purposeful commitment to elevating the cultural and societal contributions of all people, especially historically underrepresented and underserved communities. Finally, access is GCA's commitment to creating pathways to success



for all learners, through innovative lesson design and instructional practices that develop their expertise. Curiosity, exploration, and discovery are the hallmarks of our educational program and the tools we use to inspire powerful young minds, our central mission, and then give them opportunities to apply their learning in action and service that nurture healthy, sustainable and more equitable communities.

Through a comprehensive and balanced curriculum coupled with challenging, engaging assessments, GCA develops the individual talents of young people and teaches them to relate the experiences of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of cultural understanding and teaching the actions of responsible, civically engaged, environmental-minded, citizens. The goal is for students to become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs. They will be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life. GCA will achieve its mission and vision by implementing the school's core values coupled with a rich partnership with the Fresno Chaffee Zoo and an array of regional environmental education agencies—working together to create a world-class educational experience for Golden Charter Academy students. In this light, the zoo, green spaces and community-based partners across the region serve as an extension of the classroom while students learn to be citizens in a worldwide community and stewards of our planet.

GCA students experience and interact with an innovative curriculum that broadly redefines educational space and ties it to NGSS standards and the Common Core State Standards for math and English Language Arts. GCA students regularly convene in their classrooms at the Fresno Chaffee Zoo and other local environmental and community agencies, where interdisciplinary lessons are rooted in exploration, discovery, and rigorous academic standards.

Although one of the core values of GCA is stewardship, in addition to environmental education and science-based inquiries, the content areas of language arts, math, and social science are studied both on and off the zoo grounds and throughout Fresno and Central Valley communities. This is possible because science at GCA is treated as more than a specific discipline—science is a way of thinking, a process by which students learn to test ideas, vet information, and come to rational conclusions via empirical analysis. Scientific inquiry is featured prominently in GCA lessons, as it empowers students to employ a process for accurately reading the world around them. GCA students will make weekly visits to the zoo grounds and other community educational partners as part of their curricular experience. This includes physical education, where the vast grounds at Roeding Park, the Zoo, and other natural areas provide ample room for walking, running, and exercising. Math also is taught using the zoo and other community educational partners as a place-based learning laboratory, and regular interactions with nature, animals, and plants easily lend themselves to quantification, both in terms of physical attributes and behavior. Social science may seem to be a more distant discipline when it comes to a natural-world curriculum, but this is not so. It is only through a deep understanding of the role of wildlife and the impact of the natural environment on human societies is it possible for a deep understanding of social sciences. GCA teaches its students the power and presence of human impact and how powerful young minds can create the changes they want to see and experience in their lifetimes.

## **Reflections: Annual Performance**

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

Progress has been made throughout the last LCAP cycle and since last year's academic term. We have leveraged our suite of assessment results and school community data to guide the navigation of academic gaps and strategic opportunities for enrichment. GCA has increased capacity to support deeper implementation and refinement of our best practices, creating feedback and accountability mechanisms for our goals, and growing enrollment while nurturing and coaching families, students, staff, and faculty to embody the mission and vision of Golden Charter Academy and see them realized. Additionally, GCA increased opportunities for students to make a real impact on their Fresno community through stewardship actions.

GCA continues to add grade levels and extend academic growth and gains necessary for student professional and personal confidence and achievement. The GCA instructional team continues to hone and increase the quality of MTSS Tier 1 practices in order to create safe, inclusive and academically challenging classroom and campus environments that meaningful interactions and checks for understanding regularly occur. New systems, protocols, and educational tools are being utilized to advance academic achievement, despite challenges students may have faced during the previous year. Additionally, teachers, administrators, and staff are working both creatively and collaboratively to implement mission-aligned learning programs across GCA grade levels. All faculty, staff and students have been provided with technology, access to the Internet, as well as necessary curriculum and instructional supplies and experiences. The school fully implemented its progress monitoring system through quarterly benchmarks, fall-winter-spring NWEA MAP monitoring, and the launch of its data dashboard that allows for quick access to aggregated/disaggregated data points –all aiding GCA's nimbleness and quick responsiveness to ensure it delivers the educational program that meets the needs of all students—both academically and holistically.

This year, GCA did meet the goal of providing educational opportunities for the historically underserved students of southwest Fresno and supported and furthered the work of FUSD by creating a uniquely different model of education for those students still struggling in the traditional school model. GCA successfully offered a new year of a robust Universal Design for Learning (UDL)-Standards Based curriculum providing authentic hands-on experiences, research, and fieldwork in partnership with the Fresno Chaffee Zoo, San Joaquin River Parkway & Conservation Trust, Sierra Foothills Conservancy, Sequoia Riverlands Trust, Nature Bridge Yosemite, Alta Peak Native Plant Society, Fresno State Earth and Environmental Sciences, Fresno Discovery Center, Fresno Metropolitan Black Chamber of Commerce, Beautify Fresno, Black Zocalo, Fresno Farm Box, Sierra Outdoor School, Fresno County Library, Southern California Edison Energy Education Center, Mid-Valley Disposal, Tree Fresno, just to name a few. These partnerships take learning beyond the classroom and bring students face to face with learning, providing experiences and lessons that open our student's eyes to the world that is available to them—true to our work as a place-based academic program. GCA further forged a professional learning partnership with the addition of a multiple subject STEM teacher of color residency in partnership with Fresno Pacific University School of Education and continued deeper work in restorative practices across GCA's learning community. Finally, GCA collaborated with Instruction Partners to provide high quality instructional coaching and planning support to all 3rd-5th grade teachers in order to increase literacy and math academic performance on NWEA and SBAC.

The school continued adding events on campus to keep families engaged and the community informed of student progress, school needs, and school opportunities. The school increased its ability to offer student and family support with the addition of new behavior support staff and secured four full days of on-site mental health therapy with Fresno Pacific University's counseling department, All 4 Youth and Integrated Community Solutions Initiative. With the behavior technicians, mentors and mental health practitioners, GCA has been able to identify 20% of students in need of Tier 2 and 3 services and spent prime professional development sessions to enhance Tier 1 supports for social-emotional learning through Second Step, morning meetings and restorative practices. Attendance procedures developed in year two continued to mature and deeper collaboration began between the attendance secretary and the school counseling team to keep students in school and growing academically. Additional resources are being secured to assist with programs to decrease chronic absenteeism—which according to school surveys occurs primarily because of illness and transportation issues.

As GCA nears its fourth year in operation, the school continues to focus on improving student outcomes. Academic performance continues to increase year over year on the most consistent metric, NWEA's MAP in ELA, math and science, and GCA's team is focused on teacher and student development to see more consistent growth on the SBAC metrics. The school's formal collaboration with Instruction Partners math and ELA coaches deepened teacher instructional practice and planning with Common Core-aligned curriculum tools. Furthermore, the school expanded its teacher development and evaluation system with a development and evaluation rubric based on California Standards for Teaching Practice and an instructional practice development tool aligned with Achieve the Core's observation principles. Teachers received more specific actionable feedback and school leaders leveraged data from these tools to inform professional development needs and timely responses to those needs. Additionally, GCA invested into additional professional learning support to grow its ability to curate rigorous collaborative learning environments and high-quality, authentic and engaging interdisciplinary projects and assessments. The increased instructional rigor and expanded students' capacity to engage deeply with their own learning. Progress monitoring toward classroom and school-wide literacy and math goals is regularly reported, discussed, and utilized during staff meetings, grade level meetings, advisory council, and in board meetings.

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

And as an officially designated Community School, GCA embraces the community, the natural world, the zoo, and the charter school campus as fundamental places of learning and relevance. Its curriculum, instruction, and learning experiences break down barriers to growth. GCA's educational pathway immerses students in experiences of awe, wonder, and curiosity through environmental engagement, and its learning

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

## **Reflections: Technical Assistance**

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

Through Differentiated Assistance eligibility, Golden Charter Academy joined the Fresno County Early Matters Network Improvement Community (NIC)--a collaborative that plays a pivotal role in advancing the goals and objectives of the GCA, Fresno County's Cradle to Career and Early Matters initiatives.

Over the next year, schools in partnership with the social services and health program providers will develop and refine the strategic direction of the Cradle to Career initiative-- setting goals, identifying key performance indicators, and establishing timelines for implementation--all in the hopes to de-silo current efforts and build a cross-sector coordinated system of support so GCA students can thrive. This work will The NIC likely fosters collaboration among various school partners, including families, education agencies, community organizations, businesses, and government entities. Building and maintaining partnerships is crucial for aligning efforts and maximizing resources to support children and youth from cradle to career.

Through GCA's 24-25 participation in this NIC, GCA will participate in the collection and analysis of data related to 15-30 GCA families to track student outcomes, health indicators, and other factors impacting the well-being of students and families. This data-driven approach helps identify areas of need and track progress over time. This NIC will engage in policy advocacy efforts at the local, state, and national levels to promote policies that support the goals of the Cradle to Career initiative like advocating for increased funding for education, healthcare access, or other initiatives aimed at improving outcomes for GCA students and allocating resources to support programs and initiatives aligned with GCA and Early Matters NIC goals. Services include but are not limited to home visitations, early childhood education and access health clinics.

Additionally, with participation in this NIC, GCA will have the opportunity to engage with the broader community to raise awareness of the Cradle to Career initiative and solicit input from families, students, educators, and other stakeholders. Community engagement ensures that

the initiative reflects the needs and priorities of GCA students. Through a continuous improvement cycle, GCA will be able to make adjustments to strategies and programs as needed to achieve better outcomes for students and families.

**Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

**Schools Identified**

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

Golden Charter Academy

**Support for Identified Schools**

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

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

The process of support provided by Golden Charter Academy to CSI school staff in the identification of resource inequities includes equipping and training our school site leaders with tools and resources to disaggregate all available achievement data. This includes company and state-provided data analysis tools such as CERS (for Smarter Balanced scores), and data analysis protocol (for NWEA scores).

Additionally, Golden Charter Academy has entered into a comprehensive support and improvement collaborative with three other CSI-eligible schools. This Networked Improvement Community (NIC) uses an established improvement process facilitated by Early Matters Fresno and Fresno County Superintendent of Schools.

**Monitoring and Evaluating Effectiveness**

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

Golden Charter Academy will monitor the implementation of the CSI plan by developing and implementing processes and procedures that ensure ongoing progress monitoring with multiple levels of staff members, including site leaders and teachers regularly throughout the year. GCA will evaluate the implementation of the CSI plan by using the continuous cycle of improvement tools in collaboration with site leadership

to evaluate the plan, data, and metrics relevant to the CSI identification quarterly. This will determine support and coaching in areas of need, including data monitoring for attendance and reading. To monitor the effectiveness of the CSI plan, GCA will use the continuous cycle of improvement process alongside site leaders to monitor the alignment with the correlating site metrics. Once data is reviewed, we will monitor the effectiveness of this process and how it aligns with school site metrics (NWEA MAP) to determine if there is effective implementation or if a new cycle of improvement needs to begin. Lastly, in order to evaluate the effectiveness of the CSI plan, site leaders will use action-aligned data metrics to evaluate the effectiveness, support effective implementation, and/or begin a new cycle of improvement.

With the NIC involvement, GCA will implement a proven problem solving tool rooted in developing a shared understanding of the experiences of everyone who is part of the current system. The process is also dependent upon sharing data so that all partners have a complete picture of the current reality and the improvement goals. GCA will join forces with three other schools, the Department of Social Services, the Juvenile Dependency Court, and multiple community-based organizations to collaboratively address California Dashboard red indicators regarding academic, school attendance and behavior management. The key features of this monitoring and evaluation system are identifying the common problem, creating action-oriented steps, selecting common data measures, acceleration of learning and commitment to the ongoing cycle of continuous improvement.

## 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	GCA utilizes focus groups and surveys continuously throughout the year to garner student input regarding educational and school culture initiatives like instructional quality, place-based education and extracurricular offerings to enhance school experience.
Families	GCA utilizes surveys and talking circles continuously throughout the year to garner family input regarding educational and school culture initiatives. The school assembles an advisory council to develop support programs that

	support student achievement and school engagement. Two times per year, GCA offers family conferences where families meet in-person or virtually with students' instructional team to discuss academic progress and support.
Community-based partners	GCA works with about 40 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 San Joaquin River Parkway and Trust and Ignite! Reading. GCA meets multiple times per month with Fresno Chaffee Zoo, Instruction Partners and Fresno County Community Schools personnel.

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

Golden Charter Academy relies on engagement with educational partners on a local, state, and national level. These efforts continue to be refined and improved through the Local Control and Accountability Plan (LCAP) development process as well as through GCA's charter development and authorization process. As GCA has focused on aligning the budget to priorities on behalf of our learning community, school administrators meet regularly with the expanded 14-member school site advisory council, with the GCA Board of Trustees, with community environmental science and education partners (Fresno Chaffee Zoo, San Joaquin River Parkway & Trust, Sierra Foothills Conservancy, Fresno Pacific University, Fresno County Superintendent of Schools, City of Fresno's Beautify Fresno, to name a few) and a new service provider, Instruction Partners.

These meetings discuss programs, efficacy, and resource planning as well as shape priorities that become goals and action steps helping GCA to meet its mission and vision. GCA has also increased participation in the region's cultural events like Aloha in the Park, Hmong Cultural New Year Celebration, Black History Month events, Beautify Fresno Youth Service Day, Earth Day Fresno, Civic Education Center service learning showcase, and the upcoming Fresno Pride and Juneteenth celebrations. In addition to the regular check-ins with educational partners, GCA utilized a variety of surveys throughout the year to collect feedback on programs, needs, and priorities.

Surveys were targeted at faculty, staff as well as families. Student input was sought in relation to program impact with the addition of quarterly focus groups. Additionally, GCA hosted listening sessions for families and created feedback mechanisms embedded in S1 and S2 family conferences so families could share input on programs, needs, and priorities. Sessions were offered both in-person and virtually. Teachers and classified staff had the opportunity to share input on needs, programs, and priorities in Q2 and Q3 staff meetings. GCA's site council shaped the goals and refined actions to meet those goals over the course of Q2, Q3, and Q4. Quarterly meetings with educational partners like Fresno Chaffee Zoo and other environmental education partners who serve our students directly were also given the opportunity to shape budget program priorities.

GCA hosted public comment sessions for the 24-25 LCAP May and June through virtual sessions. Metric data was shared with partners, families, Advisory Council, and faculty/staff in the mid-year progress report out and end-of-year report out.

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



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	GCA students will develop skills to be expert learners—thinking critically & in systems.	Implementation of Basic Services, State Standards, Student Achievement, Course Access

State Priorities addressed by this goal.

This goal addresses:

- Priority Area 1 Basic Services: Ensuring that all students have access to fully credentialed teachers, instructional materials that align with state standards, and safe, clean, and functional school facilities.
- Priority Area 2 Implementation of State Standards: Implementing California's academic content and performance standards, including the Common Core State Standards for English language arts and math, the Next Generation Science Standards, and the English Language Development Standards.
- Priority Area 4 Student Achievement: Improving student outcomes in various measures, including standardized test performance, college and career readiness, English proficiency, advanced coursework, and graduation rates.
- Priority Area 7 Course Access: Ensuring that all students, including those in underrepresented or underserved groups, have access to a broad course of study that includes the core academic subjects as well as physical education, arts, career technical education, and other programs.

An explanation of why the LEA has developed this goal.

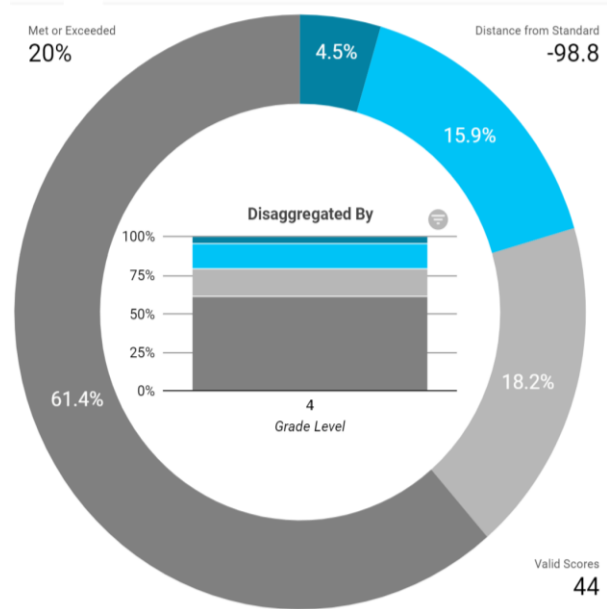
Students will demonstrate an understanding of systems thinking about the Environmental Principles & Concepts in the context of grade level content and projects. Students will demonstrate critical thinking to analyze environmental issues and plan to take informed action.

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.

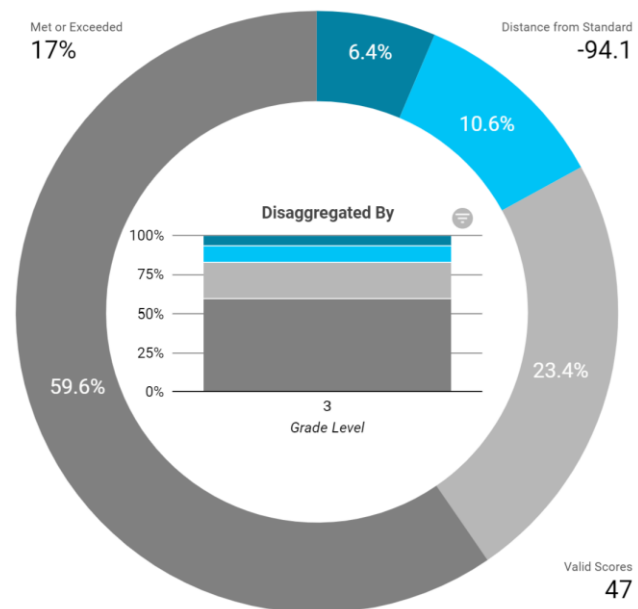
These interventions and resources will continue to support English learners and low socioeconomic students by providing teachers with additional resources that allow students to access grade-level standards regardless of their language proficiency. Additionally, these additional learning tools allow 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

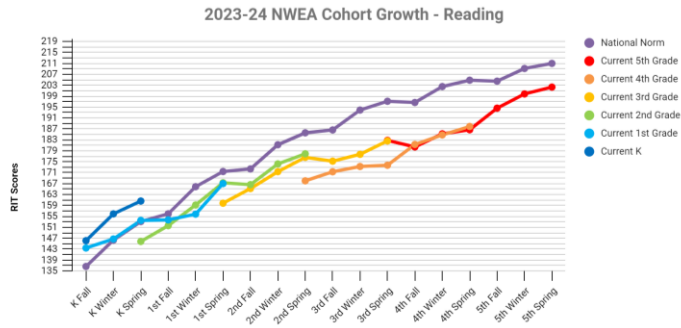
Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Current Difference from Baseline
English Language Arts Performance	<p><b>CAASPP English Language Arts (3rd-8th)</b></p> <ul style="list-style-type: none"> <li>Met/Exceeded</li> <li>Avg Distance from Meeting Standard (DFS)</li> </ul> <p><b>NWEA Growth Reading (K-8)</b></p> <ul style="list-style-type: none"> <li>Growth</li> <li>Achievement</li> </ul> <p><b>ELPAC Performance</b></p> <ul style="list-style-type: none"> <li>Percentage of English Learners who make progress on ELPAC</li> </ul>	<p><b>Spring 2024 CAASPP ELA Met/Exceeded Performance</b></p> <p>5th</p> <p>4th</p>			<ul style="list-style-type: none"> <li>Increase from baseline +2% each year until we are green on CA School Dashboard</li> </ul>	N/A



• 3rd



**NWEA MAP Reading Growth & Achievement  
Performance Fall 23-Spr 24**



**Spring 2024 Summative ELPAC**

- 5th: 1 student progressed +2 (Level 2 to Level 4)
- 3rd:
  - 1 student progressed +1 (Level 1 to Level 2)
  - 1 student pending (Current Level 1)
- 1st: 1 student pending (Current Level 1)

Mathematics Performance

**CAASPP Math (3rd-8th)**

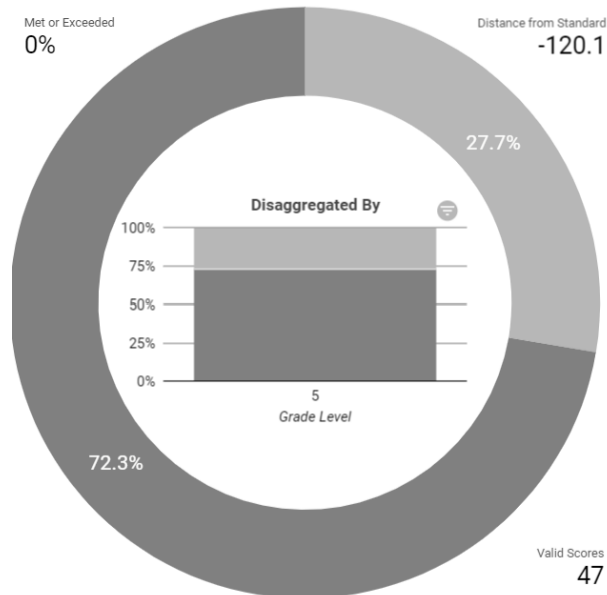
Met/Exceeded Avg Distance from Meeting Standard (DFS)

**NWEA Growth Math (K-8)**

Growth Achievement

**Spring 2024 CAASPP Math Met/Exceeded Performance**

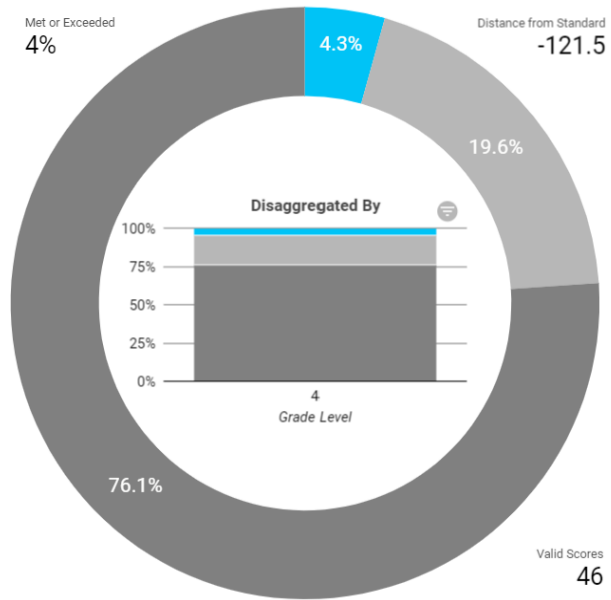
**5th**



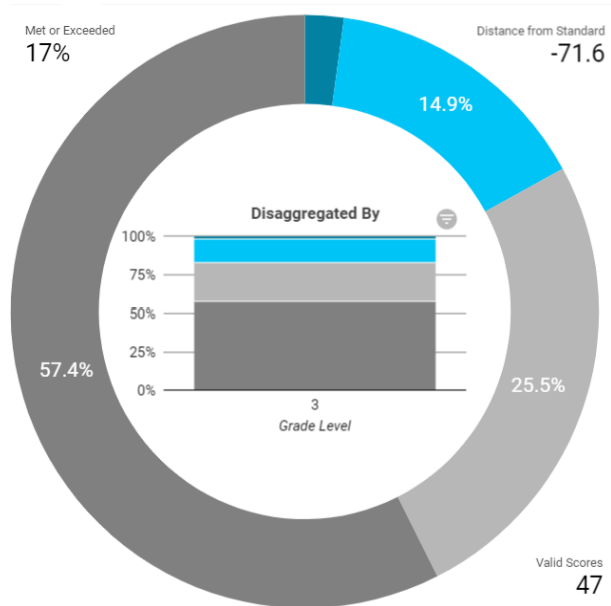
Increase from baseline +2% each year until we are green on CA School Dashboard

N/A

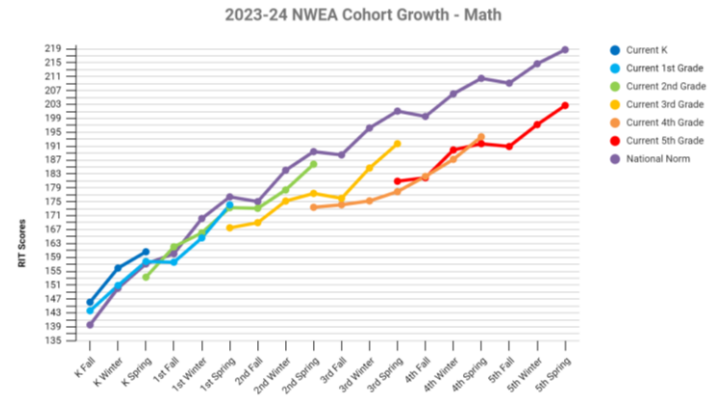
**4th**



**3rd**



**NWEA MAP Math Growth & Achievement Performance  
Fall 23-Spr 24**



Science Performance

**CAST Science (3rd-8th)**

Met/Exceeded  
Avg Distance  
from Meeting  
Standard (DFS)

**NWEA Growth Science (K-8)**

Growth  
Achievement

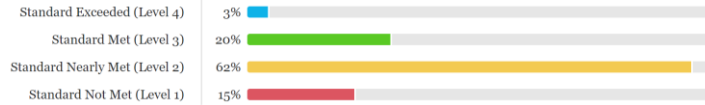
**CAST Science (5th):**

**G5** CAST Summative Grade 5

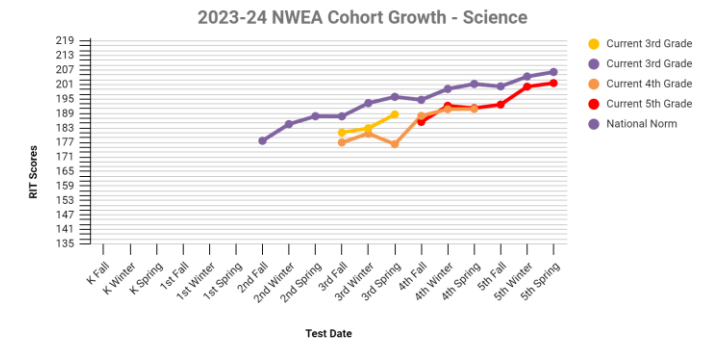
Average Scale Score  
for **40** results

**195 ± 3<sup>o</sup>**

Student Score Distribution



**NWEA Growth Science (K-5):**



Baseline  
+2%

N/A

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.

- LCAP 23-24 Goal 1 Action 1A-D implementation as described in the 2023-24 LCAP Annual Update.

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.

- This will be updated at the end of 2024-25.

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

- This will be updated at the end of 2024-25.

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.

- This will be updated at the end of 2024-25.

**Actions**

**Actions**

Action #	Title	Description	Total Funds	Contributing
1.A.	GCA Highly Qualified Faculty/Staff	GCA continues to prioritize securing highly qualified faculty and staff. GCA personnel will provide support in developing systems for analyzing and visualizing data, planning and delivering teacher and administrator professional development, assessment design, curriculum selection, program evaluation, and strategic planning as GCA adds grade levels in the coming years.	\$1,735,966	Yes



1.B.	Teacher Development System for GCA Best Practices	GCA will continue implementation and refinement of our best practices--the Universal Design for Learning, environmental education, and place-based learning. These practices are designed to meet the needs of students who are low-income, learning English, in the foster care system, or experiencing homelessness. 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.	\$118,000	Yes
1.C.	Multi-Tiered Systems of Support	In 2024-25, the student services team: school counselors, restorative practice intervention coordinator, behavior technicians, school psychologist, instructional leadership team will lead the initial phase of tiered support services across campuses. This team will evaluate adding partners for developing, delivering, and refinement of MTSS structures and strategies. We will review outcomes and then broaden and expand the most effective programs. In all three LCAP years, we will be identifying and providing professional development for general education teachers and grade-level team leaders, department chairs, learning guides, after-school staff and administrators to improve attendance and discipline referral outcomes in addition to improving student experience with campus and community. Additionally, the attendance secretary position is shifting toward a Student Welfare & Attendance Coordinator to support school-family collaboration and engagement with school. This position will work closely with the MTSS team and community schools coordinator to ensure partnership and support from home to school is strong.	\$1,254,129	Yes
1.D.	Special Education Program	Collaborate across teams to create shared systems of compliance and accountability with the new SELPA provider through Fresno County Superintendent of Schools. GCA will also add additional training opportunities for the full-time educational specialist, student services coordinator, life coach, and learning guides who will spend time becoming familiar with students, their families, their needs, and programs, so they can be better prepared to step in to provide additional support. Through their collaboration with the faculty/staff, GCA will establish systems for the initial and compliant delivery of special education services collaborating with FCSS Charter SELPA	\$374,896	Yes

		specialists and other program team members.		
1.E.	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	Yes

## 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 school, families and communities. These are the students who have the power to make and be the change for more equitable, sustainable and accessible spaces.	Basic Services, Parental Involvement, Student Engagement, School Climate, Other Student Outcomes

State Priorities addressed by this goal.

This goal addresses:

- Priority Area 1 Basic Services: Ensuring that all students have access to fully credentialed teachers, instructional materials that align with state standards, and safe, clean, and functional school facilities.

- Priority Area 3 Parental Involvement: Engaging parents and families in decision-making processes and ensuring they participate in their children's education. This includes seeking input from parents and involving them in school site councils, English learner advisory committees, and other school-community engagement efforts.
- Priority Area 5 Student Engagement: Increasing student engagement as measured by school attendance rates, chronic absenteeism rates, dropout rates, and graduation rates.
- Priority Area 6 School Climate: Enhancing the overall school environment, including factors such as student safety, student connectedness, and school discipline rates. This may involve efforts to reduce bullying and harassment and to create a positive school culture.
- Priority Area 8 Other Student Outcomes: Measuring other important student outcomes in various areas, such as physical education, the arts, and career technical education. This priority allows for additional local measures of student performance and success beyond standardized tests.

#### 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 FUSD is highest among low-income students of color and our homeless/foster youth student populations. As with all California public schools, GCA certainly faced attendance challenges 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.

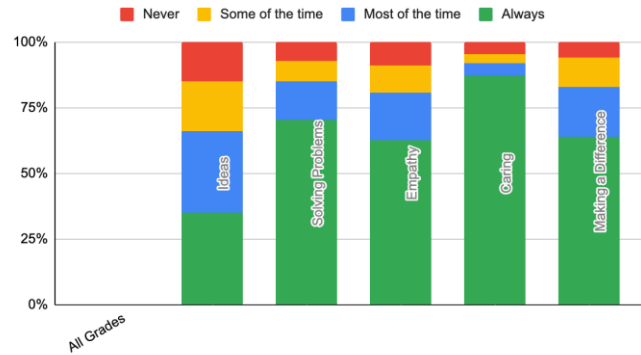
These Goal 2 actions and resources will continue to support low-income students of color, multilingual learners, and foster youth by providing teachers with additional resources that allow for students to access grade level standards and rich learning experiences. Because GCA expects that all students 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	Year 3 Outcome	Current Difference from Baseline
Attendance	<b>School Pathways Attendance Reports</b>	<p><b>24-25 Average Daily Attendance:</b> 89.53% (90% goal, -0.47%)</p> <ul style="list-style-type: none"> <li>TK: 87.15% (-2.85)</li> <li>K: 90.85% (+0.85)</li> <li>1st: 88.76% (-1.24)</li> <li>2nd: 90.01% (+0.01)</li> <li>3rd: 90.46% (+0.46)</li> <li>4th: 89.04% (-0.96)</li> <li>5th: 89.67% (-0.33)</li> </ul> <p><b>Data Source: School Pathways LP1-11 23-24 Attendance Report</b></p>			Average Daily Attendance 94%	N/A
Student Dispositions: Safety, Empathy School/Nature Connectedness & Engagement,	<ul style="list-style-type: none"> <li>● <b>CHKS Student Survey:</b> % of students who agree or strongly agree that the school is safe on annual</li> </ul>	<ul style="list-style-type: none"> <li>● <b>CHKS Student Survey - Pending</b> <ul style="list-style-type: none"> <li>● XX% of students report that they feel safe at school</li> <li>● XX% of students report that they feel connected at school</li> </ul> </li> <li>● <b>Discipline Data</b></li> </ul>			<ul style="list-style-type: none"> <li>● Maintain 70%+ on Surveys as School Grows</li> <li>● Not to exceed</li> </ul>	N/A

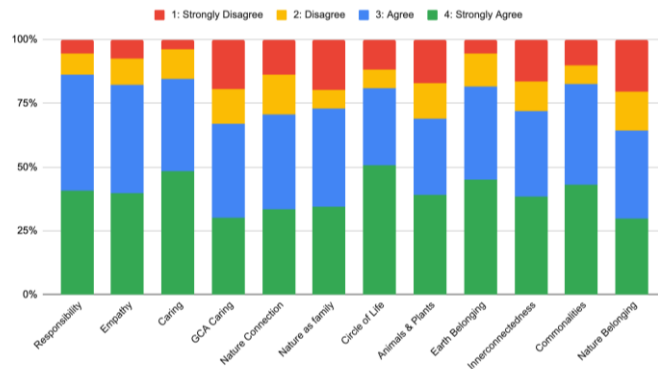
<p>Autonomy &amp; Empowerment</p>	<p>climate survey</p> <ul style="list-style-type: none"> <li>● <b>CHKS Student Survey:</b> Avg level of agreement with connectedness questions on CHKS or similar climate survey</li> <li>● <b>Discipline Referral/ Suspension Report from School Pathways</b></li> <li>● <b>Internal Environmental Student Outcomes Survey</b></li> </ul>	<ul style="list-style-type: none"> <li>● 11.2% of students received at least 1 discipline referral <ul style="list-style-type: none"> <li>○ 28.6% of students receiving a referral were female students</li> <li>○ 71.4% of students receiving a referral were male students</li> </ul> </li> <li>● 3.21% students received a referral that led to a suspension <ul style="list-style-type: none"> <li>○ 20% of referrals with suspensions were female students</li> <li>○ 80% of referrals with suspensions were male students</li> </ul> </li> </ul> <p>● <b>Environmental Student Outcomes Survey</b></p> <ul style="list-style-type: none"> <li>● <b>Part 1 Full Questions (Adapted CHKS)</b> <ul style="list-style-type: none"> <li>○ Teachers and other grown-ups at school ask you about your ideas.</li> <li>○ Teachers and other grown-ups give you a chance to solve problems in your community.</li> <li>○ GCA teaches students to understand how other students think and feel.</li> <li>○ GCA teaches students to care about the earth, people, plants and animals and treat each with respect.</li> <li>○ GCA gives students opportunities to “make a difference” by helping other people, the school, or the community</li> </ul> </li> </ul>		<p>10% of students receiving discipline referrals</p> <ul style="list-style-type: none"> <li>● Not to exceed 3% of students receiving a referral that leads to a suspension</li> </ul>	
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ESO All Grades (K-5)



● **Part 2 Full Questions (Nature Connectedness)**

- This school encourages students to feel responsible for how they act.
- This school encourages students to understand how others think and feel.
- This school encourages students to care about how others feel.
- GCA students care about each other.
- I often feel a strong connection to nature.
- I think of nature as a family where I belong.
- I see myself as a part of the greater circle of life.
- I feel related to animals & plants.
- I feel I belong to the Earth & that the Earth belongs to me.
- I feel that all living things in this world are connected, and I am part of that.
- There is something that every living thing shares.
- Like the trees in the forest, I feel I belong to nature.



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 attendance rosters for school events**

**Pending 2023-24 CHKS Family Survey**

- XX % of families identify the school as a safe place to learn for their child(ren) to learn.
- XX% of families who agree that the school allows, seeks, and welcomes their input.
- XX% of families agree that school staff treats them with respect, take their concerns seriously and are helpful to them

**Pending data crunch from family engagement rosters**

- Increase of 2% over baseline each year until reaching 80%

N/A

Staff safety & connectedness	<b>CHKS Staff Survey:</b> Avg level of agreement with staff working environment and collegiality questions on California school climate surveys or similar survey	<b>Pending 2023-24 CHKS Staff Survey</b> XX% of staff report that this school is a supportive and inviting place for staff to work. XX% of staff report they have close professional relationships with each other. XX% say the school is a safe place for staff.			Maintain above 80% on surveys as School Grows	N/A
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**Goal Analysis for 2024-25**

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.

- LCAP 23-24 Goal 2 Action 2A-F implementation as described in the 2023-24 LCAP Annual Update.

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.

- This will be updated at the end of 2024-25.

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

- This will be updated at the end of 2024-25.

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.

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**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.A.	Partnerships/ Outdoor Education	<p>Quality outdoor education experiences, service learning, and community service, and action relies upon community partnerships. GCA and school-site leadership will sustain and refine partnerships with zoo and other area agencies in order to increase engagement of unduplicated pupils, so they are able to access resources, experience, and expertise related to their social-emotional development and educational/career plans.</p> <p>Overnight field trips and day field trips will contribute to wellness and healing efforts as they will allow students to experience open space, wilderness, a sense of belonging in outdoor environments, and community building outside of school. Substantial evidence supports the value of outdoor education programs for promoting healthy adolescent development (Cason &amp; Gillis, 1994; Dillon et al., 2006; Hattie, Marsh, Neill, &amp; Richards, 1997; Norton &amp; Watt, 2013).</p>	\$82,000	Yes
2.B.	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.	\$15,150	Yes

2.C.	After-School & Summer Camp 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	\$452,293	Yes
2.D.	Morning Meetings (Advisory) & Restorative Practices	The School Advisory (Morning Meeting) 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. Morning meeting development is rooted in culturally-affirming restorative practices focused on building and repairing relationships within the school community. 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.	\$185,312	Yes

2.E.	Campus Safety & Sustainability	<p>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.</p> <p>Additionally, GCA is committed to creating a sustainable and environmentally friendly campus that can contribute significantly to safety and the overall well-being of students and staff.</p>	\$264,575	Yes
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**Goal**

Goal #	Description	Type of Goal
3	GCA students will develop skills to act as community ambassadors & global citizens through authentic service-learning and civic engagement initiatives that make Fresno a more	Basic Services, Implementation of State Standards, Student Achievement, Course Access, Other Student Outcomes

	just, sustainable and equitable place to call home.	
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#### State Priorities addressed by this goal.

This goal addresses:

- Priority Area 1 Basic Services: Ensuring that all students have access to fully credentialed teachers, instructional materials that align with state standards, and safe, clean, and functional school facilities.
- Priority Area 2 Implementation of State Standards: Implementing California's academic content and performance standards, including the Common Core State Standards for English language arts and math, the Next Generation Science Standards, and the English Language Development Standards.
- Priority Area 4 Student Achievement: Improving student outcomes in various measures, including standardized test performance, college and career readiness, English proficiency, advanced coursework, and graduation rates.
- Priority Area 7 Course Access: Ensuring that all students, including those in underrepresented or underserved groups, have access to a broad course of study that includes the core academic subjects as well as physical education, arts, career technical education, and other programs.
- Priority Area 8 Other Student Outcomes: Measuring other important student outcomes in various areas, such as physical education, the arts, and career technical education. This priority allows for additional local measures of student performance and success beyond standardized tests.

#### An explanation of why the LEA has developed this goal.

At GCA, we strive to help our students become environmentally literate people with the capacity to act individually and with others to support ecologically sound, economically prosperous, and equitable communities for present and future generations. Through lived experiences and education programs that include interdisciplinary classroom-based lessons, experiential education, and outdoor learning, students will become environmentally literate, developing the knowledge, skills, and understanding of environmental principles to analyze environmental issues and make informed decisions. Because we expect that all students struggling academically, socially, and/or emotionally will benefit, these actions are provided on an LEA-wide basis. This goal is about access to the materials and experience for the application of their learning to real life—for all students, especially those who are low-income, designated language learners, and foster youth. We expect our work around this goal to bolster critical thinking at a systems level as well as grow the self-efficacy, autonomy, and confidence of our students as they apply their learning in interdisciplinary, civic-action-oriented experiences that put them at the center of creating a healthier, more sustainable Fresno. We also added a new action this year to focus resources and support to develop GCA's school climate to help students feel safe and valued—as vital keys for them to feel successful in GCA's innovative academic program. In a healthy, supportive climate, students are engaged and take intellectual risks. With this additional goal, we are able to help students commit to following well-established rules and norms for behavior that their teachers and school leaders model and maintain. Such a community is characterized by positive relationships between students and faculty/staff and a place where genuine respect is the norm, where all students feel they belong.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Current Difference from Baseline
Curriculum Integration on Project-Based Assessments	<b>Interdisciplinary rubrics for civic action-themed projects to evaluate the quality and depth of students' work in service-learning &amp; civic action projects</b>	Number of Projects in a year: <ul style="list-style-type: none"> <li>TK-2: three</li> <li>3-6: four</li> <li>Each with 1 grade-level interdisciplinary project rubric</li> </ul>			All grade-level projects have a standards-aligned Inter-disciplinary rubric	N/A
Participation in authentic service-learning and civic-action related projects	<b>Enrollment Average Daily Attendance Project Rubrics</b>				100%	N/A
Professional Development	<b># of professional development hours</b> completed by staff to effectively facilitate service-learning and civic engagement projects				Minimum 75 hours for project development	N/A

<p>Community-Based Partner Participation</p>	<p><b>Partnership Feedback Surveys</b></p> <p><b>Community Impact Report</b></p> <p><b>Student pre- and post-surveys</b></p>	<p>Each project has at least 1 community-based partnership as a field experience provider</p>		<p>At least 2 projects for 3-6 and 1 for K-2 has civic engagement project with a community partner</p>	<p>N/A</p>																																																																																															
<p>Increase in Student Awareness and Knowledge of college and career opportunities</p>	<p><b>Pre- &amp; post-Surveys:</b> measuring students' awareness and knowledge of community issues, sustainability practices, college and career pathways related to project and civic responsibilities</p>	<p>ESO All Grades (K-5)</p> <p>The top chart, 'ESO All Grades (K-5)', shows the following approximate data for frequency:</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Never</th> <th>Some of the time</th> <th>Most of the time</th> <th>Always</th> </tr> </thead> <tbody> <tr> <td>Ideas</td> <td>10%</td> <td>20%</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>Solving Problems</td> <td>10%</td> <td>10%</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>Empathy</td> <td>10%</td> <td>10%</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>Caring</td> <td>5%</td> <td>5%</td> <td>10%</td> <td>80%</td> </tr> <tr> <td>Making a Difference</td> <td>10%</td> <td>10%</td> <td>20%</td> <td>60%</td> </tr> </tbody> </table> <p>The bottom chart shows the following approximate data for agreement levels:</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>1: Strongly Disagree</th> <th>2: Disagree</th> <th>3: Agree</th> <th>4: Strongly Agree</th> </tr> </thead> <tbody> <tr> <td>Responsibility</td> <td>5%</td> <td>10%</td> <td>40%</td> <td>45%</td> </tr> <tr> <td>Empathy</td> <td>5%</td> <td>10%</td> <td>40%</td> <td>45%</td> </tr> <tr> <td>Caring</td> <td>5%</td> <td>10%</td> <td>40%</td> <td>45%</td> </tr> <tr> <td>GCA Caring</td> <td>10%</td> <td>15%</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>Nature Connection</td> <td>10%</td> <td>15%</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>Nature as family</td> <td>10%</td> <td>15%</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>Circle of Life</td> <td>10%</td> <td>15%</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>Animals &amp; Plants</td> <td>10%</td> <td>15%</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>Earth Belonging</td> <td>10%</td> <td>15%</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>Interconnectedness</td> <td>10%</td> <td>15%</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>Commodities</td> <td>10%</td> <td>15%</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>Nature Belonging</td> <td>10%</td> <td>15%</td> <td>35%</td> <td>40%</td> </tr> </tbody> </table>	Topic	Never	Some of the time	Most of the time	Always	Ideas	10%	20%	30%	40%	Solving Problems	10%	10%	20%	60%	Empathy	10%	10%	20%	60%	Caring	5%	5%	10%	80%	Making a Difference	10%	10%	20%	60%	Topic	1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree	Responsibility	5%	10%	40%	45%	Empathy	5%	10%	40%	45%	Caring	5%	10%	40%	45%	GCA Caring	10%	15%	35%	40%	Nature Connection	10%	15%	35%	40%	Nature as family	10%	15%	35%	40%	Circle of Life	10%	15%	35%	40%	Animals & Plants	10%	15%	35%	40%	Earth Belonging	10%	15%	35%	40%	Interconnectedness	10%	15%	35%	40%	Commodities	10%	15%	35%	40%	Nature Belonging	10%	15%	35%	40%		<p>Maintain levels of 75% or more as school grows</p>	<p>N/A</p>
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## Goal Analysis for 2024-25

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- LCAP 23-24 Goal 3 Action 3A-E implementation as described in the 2023-24 LCAP Annual Update.

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## Actions

Action #	Title	Description	Total Funds	Contributing
3.A.	Place-Based, Environmental Education, Civic Action, Project-Based Professional Learning	Ultimately, teachers need intentional training to craft learning experiences to form environmentally literate individuals. Teachers will deepen training in incorporating civic decision-making and action into the unit design. Therefore, GCA will continue to use a variety of environmental education partners to develop science content knowledge and the environmental literacy of its faculty and staff.	\$20,000	Yes

3.B.	Outdoor Education/ Experiential Learning/Place-Based Learning	Environmentally literate individuals possess a sophisticated set of knowledge, skills, and dispositions that allow them to solve novel environmental problems and determine the best set of actions; they are engaged in civic decision-making and action. Therefore, GCA will continue to use a variety of environmental education resources, including those offered in field-based experiences with local agencies such as the National Park Service, Fish and Wildlife Service, Bureau of Land Management, State Parks Service, local land trusts, fisheries, and other entities that manage natural resources. GCA educators will be able to extend these field-based learning experiences by developing learning modules using the Environmental Principles & Contexts and the Guidelines for Learning (K-12).	\$72,000	Yes
3.C.	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 and how these connect to college and career pathways to continue work beyond school.	\$0	Yes
3.D.	Student participation in sustainable facilities & operations	Children need to have a clearer understanding of the natural world and the impacts of human choices as they will one day be looked to for decisions concerning natural resources, informed policymaking,	\$20,000	Yes



		<p>and legalities (Milner et al., 2012). Nurturing this level of understanding means "our schools must be models of sustainable and inclusive practices, and our education programs must be action and solution-oriented," according to the California Environmental Literacy Initiative (2019, p. 2). GCA's expansion of its school gardens and other sustainable campus projects allows for students to develop a regular cadence of environmental contributions to their community.</p>		
3.E.	Increased Access to community sites	<p>GCA's goal to increase access to civic engagement opportunities will significantly enhance accessibility and participation for students. Providing transportation ensures that all students, regardless of their location or socio-economic status, can participate in civic-action projects. Students can engage with a wider range of communities and issues beyond their immediate surroundings, enriching their learning experience. Transportation options eliminate barriers for students who might otherwise be unable to participate due to lack of access to private vehicles or public transit options.</p>	\$40,000	Yes

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 24-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,578,999	\$200,342

### Required Percentage to Increase or Improve Services for the LCAP Year 24-25

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
38.10%	0%	\$0	38.10%

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 school-wide 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 #(s)	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
Goal 1: GCA students will develop skills to be expert learners by thinking critically and in systems.  1.A.GCA Highly Qualified Faculty/Staff	GCA's English learners and low-income students require additional academic support as indicated by state and local ELA and math assessments. Educational partner feedback and local needs	These actions are rooted in the refinement of tiered interventions for attendance/engagement, behavior/social-emotional support, and coursework/academics, with a focus on literacy and mathematics,	English Language Arts Performance: CAASPP English Language Arts (3rd-8th), NWEA Growth Reading (K-8), ELPAC growth, ELD reclassification

<p>1.B. Teacher Development System for GCA Best Practices</p> <p>1.C. Multi-Tiered Systems of Support</p> <p>1.D. Special Education Program</p> <p>1.E. High-quality, standards-aligned curriculum and instructional materials</p>	<p>assessments highlight a need for differentiated educational resources for teachers to help these students access their learning effectively. GCA views curriculum and learning from a foundation that seeks to break down barriers and positions all students for growth. The educational pathway of our students immerses them in experiences of awe, wonder, and curiosity through environmental engagement. The academic program at GCA will prepare every student for the intensity and challenge of high school academics. The courses offered at the GCA will be grounded in rigor and high engagement. GCA's teaching staff will create learning environments that actively engage the student body. GCA's goal is that all students leave the program with an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond.</p>	<p>and increased resources for faculty and staff in providing intervention support for English learners and low-income students of color.</p>	<p>Mathematics Performance: CAASPP Math (3rd-8th) &amp; NWEA Growth Math (K-8)</p> <p>Science Performance: CAST Science (3rd-8th), NWEA Growth Science (K-8)</p>
<p>Goal 2: GCA students will feel inspired, connected to place &amp; that they have the ability to make a difference for their school, families and communities. These are the students who have the power to make and be the change for more equitable, sustainable and accessible spaces.</p>	<p>GCA intends to serve students who have struggled academically and have been historically underserved and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, and foster youth would</p>	<p>With these actions being provided, the school expects that any GCA student who struggles with attendance and engagement will benefit. However, because of the significantly higher chronic absenteeism rates of low-income students and English learners at GCA and in the district, GCA has designed</p>	<p>Average Daily Attendance</p> <p>Discipline Reports</p> <p>Event attendance rosters</p>

<p>2.A. Partnerships/ Outdoor Education</p> <p>2.B. Family Engagement Opportunities</p> <p>2.C. After-School &amp; Summer Camp Programming</p> <p>2.D. Morning Meetings (Advisory) &amp; Restorative Practices</p> <p>2.E. Campus Safety &amp; Sustainability</p>	<p>benefit especially from an instructional approach that combines informed best practices with individualized attention through a schoolwide mentoring program. GCA will implement a thoughtful and innovative approach to meeting the academic and ancillary needs of many of these students, primarily in the social-emotional area, will result in not only increased levels of academic achievement but healthier and happy children who are better prepared as individuals to be a part of a healthier society. GCA faculty and staff are determined to create a learning and growing environment that will help students develop into poised, confident, and articulate leaders who will use their education and life experiences to create positive change in their own lives, in their communities, and in the world. In order to address this condition of low-income students and English learners, GCA will provide outdoor education and service learning opportunities to all students, utilize an integrated, proactive strategy to engage families throughout many aspects of the school, offer Tier 1 programs to improve student health, connection to community and increase MTSS social-emotional support. GCA will also provide a robust afterschool program to</p>	<p>the actions to meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status and the needs most associated with the stresses of being an English learner. GCA expects that the attendance rate for our low-income students will increase significantly more than the average attendance rate in area schools.</p>	<p>California Healthy Kids/Staff/Family Surveys &amp; other local climate surveys</p>
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	increase student engagement and sense of connectedness. The utilization of mentors for both social-emotional and academic support will also boost engagement with the school.		
<p>Goal 3: GCA students will develop skills to act as community ambassadors and global citizens through authentic service-learning and civic engagement initiatives that make Fresno a more just, sustainable, and equitable place to call home.</p> <p>3.A. Place-Based, Environmental Education, Civic Action, Project-Based Professional Learning</p> <p>3.B. Outdoor Education/ Experiential Learning/Place- Based Learning</p> <p>3.C. High-quality, standards-aligned curriculum and instructional materials</p> <p>3.D. Student participation in sustainable facilities &amp; operations</p> <p>3.E. Increased Access to community sites</p>	<p>Students need to become environmentally literate, understanding environmental principles, and developing the skills to analyze issues and make informed decisions. Students need to develop a sense of connectedness with their community and an understanding of their role in promoting sustainability and justice. Low-income students, English learners, and foster youth require additional resources and opportunities to access high-quality learning experiences.</p>	<p>These projects provide students with real-world experiences that connect classroom learning with community action, enhancing their understanding and ability to apply environmental and civic knowledge. These initiatives encourage students to participate in community improvement activities, fostering a sense of responsibility and citizenship.</p> <p>These interdisciplinary lessons ensure that all students, especially those from underserved groups, receive a comprehensive education that includes environmental and civic components, promoting equity and access to quality education. The actions are designed to benefit all students by integrating environmental and civic education into the curriculum. This approach ensures that every student, regardless of their background, gains the knowledge and skills necessary to contribute positively to their community and the environment. Providing these opportunities GCA-wide promotes equity, as all students can participate in these enriching experiences .</p>	<p>Participation Rates: Tracking the number of students participating in service-learning and civic engagement projects.</p> <p>Student Surveys: Collecting feedback on students' sense of connectedness, environmental literacy, and civic responsibility.</p> <p>Project Outcomes: Assessing the impact of student projects on the community, including measures of sustainability and equity improvements.</p> <p>Academic Performance: Monitoring changes in academic performance, especially among unduplicated students, to ensure that the initiatives support overall student achievement.</p> <p>Attendance and Engagement: Measuring attendance and engagement rates to ensure that students are actively involved and benefiting from the programs.</p>

			These metrics will help determine the effectiveness of the actions in meeting the identified needs and achieving the goal of developing students as community ambassadors and global citizens .
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# **Local Control and Accountability Plan (LCAP) Action Tables Template**

**2024/25 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 %)
2024/25	\$ 4,144,646	\$ 1,578,999	38.097%	0.000%	38.097%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,133,586	\$ 989,144	\$ -	\$ 539,691	\$ 4,662,421.00	\$ 3,610,075	\$ 1,052,346

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.A.	GCA Highly Qualified Faculty/Staff	All	No	Schoolwide	All	Elementary	Ongoing	\$ 1,554,017	\$ -	\$ 1,554,017	\$ -	\$ -	\$ -	\$ 1,554,017	0.000%
1	1.A.	GCA Highly Qualified Faculty/Staff	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ 181,949	\$ -	\$ 181,949	\$ -	\$ -	\$ -	\$ 181,949	0.000%
1	1.B.	Teacher Development System for GCA Best Practices	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ 34,000	\$ 84,000	\$ 107,331	\$ -	\$ -	\$ 10,669	\$ 118,000	0.000%
1	1.C.	Multi-Tiered Systems of Support	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ 981,940	\$ 272,189	\$ 682,616	\$ 211,397	\$ -	\$ 360,116	\$ 1,254,129	0.000%
1	1.D.	Special Education Program	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ 249,179	\$ 125,717	\$ 536	\$ 325,454	\$ -	\$ 48,906	\$ 374,896	0.000%
1	1.E.	High-quality, standards-aligned curriculum and instructional materials	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ -	\$ 28,100	\$ 28,100	\$ -	\$ -	\$ -	\$ 28,100	0.000%
2	2.A.	Partnerships/ Outdoor Education	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ -	\$ 82,000	\$ 82,000	\$ -	\$ -	\$ -	\$ 82,000	0.000%
2	2.B.	Family Engagement Opportunities (Pridelands events, Family Conferences)	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ -	\$ 15,150	\$ 15,150	\$ -	\$ -	\$ -	\$ 15,150	0.000%
2	2.C.	After-School & Summer Camp Programming	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ 278,490	\$ 173,803	\$ -	\$ 452,293	\$ -	\$ -	\$ 452,293	0.000%
2	2.D.	Morning Meetings (Advisory) & Restorative Practices	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ 91,925	\$ 93,387	\$ 65,312	\$ -	\$ -	\$ 120,000	\$ 185,312	0.000%
2	2.E.	Campus Safety & Sustainability	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ 238,575	\$ 26,000	\$ 264,575	\$ -	\$ -	\$ -	\$ 264,575	0.000%
3	3.A.	Place-Based, Environmental Education, Civic Action, Project-Based Professional Learning	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ -	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.000%
3	3.B.	Outdoor Education/ Experiential Learning/Place-Based Learning	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ -	\$ 72,000	\$ 72,000	\$ -	\$ -	\$ -	\$ 72,000	0.000%
3	3.C.	High-quality, standards-aligned curriculum and instructional materials	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3.D.	Student participation in sustainable facilities & operations	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ -	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.000%
3	3.E.	Increased Access to community sites	All	Yes	Schoolwide	All	Elementary	Ongoing	\$ -	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000	0.000%



2024/25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,144,646	\$ 1,578,999	38.097%	0.000%	38.097%	\$ 1,579,569	0.000%	38.111%	<b>Total:</b>	\$ 1,579,569
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 1,579,569

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.A.	GCA Highly Qualified Faculty/Staff	No	Schoolwide		Elementary	\$ -	0.000%
1	1.A.	GCA Highly Qualified Faculty/Staff	Yes	Schoolwide	All	Elementary	\$ 181,949	0.000%
1	1.B.	Teacher Development System for GCA Bes	Yes	Schoolwide	All	Elementary	\$ 107,331	0.000%
1	1.C.	Multi-Tiered Systems of Support	Yes	Schoolwide	All	Elementary	\$ 682,616	0.000%
1	1.D.	Special Education Program	Yes	Schoolwide	All	Elementary	\$ 536	0.000%
1	1.E.	High-quality, standards-aligned curriculum e	Yes	Schoolwide	All	Elementary	\$ 28,100	0.000%
2	2.A.	Partnerships/ Outdoor Education	Yes	Schoolwide	All	Elementary	\$ 82,000	0.000%
2	2.B.	Family Engagement Opportunities (Pridelan	Yes	Schoolwide	All	Elementary	\$ 15,150	0.000%
2	2.C.	After-School & Summer Camp Programmir	Yes	Schoolwide	All	Elementary	\$ -	0.000%
2	2.D.	Morning Meetings (Advisory) & Restorative f	Yes	Schoolwide	All	Elementary	\$ 65,312	0.000%
2	2.E.	Campus Safety & Sustainability	Yes	Schoolwide	All	Elementary	\$ 264,575	0.000%
3	3.A.	Place-Based, Environmental Education, Civ	Yes	Schoolwide	All	Elementary	\$ 20,000	0.000%
3	3.B.	Outdoor Education/ Experiential Learning/Pl	Yes	Schoolwide	All	Elementary	\$ 72,000	0.000%
3	3.C.	High-quality, standards-aligned curriculum e	Yes	Schoolwide	All	Elementary	\$ -	0.000%
3	3.D.	Student participation in sustainable facilities	Yes	Schoolwide	All	Elementary	\$ 20,000	0.000%
3	3.E.	Increased Access to community sites	Yes	Schoolwide	All	Elementary	\$ 40,000	0.000%

## 2023/24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,834,820.00	\$ 4,182,782.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.a.	GCA Highly Qualified Faculty/Staff	No	\$ 1,211,928	\$ 1,154,693
1	1.a.	GCA Highly Qualified Faculty/Staff	Yes	\$ 138,176	\$ 239,659
1	1.b.	Teacher Development System for GCA Best Practices	Yes	\$ 72,000	\$ 135,011
1	1.c.	Multi-Tiered Systems of Support	Yes	\$ 512,640	\$ 714,659
1	1.d.	Special Education Program	Yes	\$ 347,992	\$ 301,674
2	2.a.	Partnerships/Outdoor Education	Yes	\$ 82,000	\$ 134,800
2	2.b.	Family Engagement	Yes	\$ -	\$ -
2	2.c.	After-school Programming	Yes	\$ 260,000	\$ 412,293
2	2.d.	Mentorship programming	Yes	\$ 69,000	\$ 53,000
2	2.e.	Morning Meetings (Advisory)	Yes	\$ -	\$ -
2	2.f.	Faculty/Staffing	Yes	\$ 242,620	\$ 182,664
3	3.a.	High-quality, standards-aligned curriculum and instructional materials	No	\$ 197,605	\$ 152,882
3	3.a.	High-quality, standards-aligned curriculum and instructional materials	Yes	\$ 32,395	\$ 7,476
3	3.b.	Outdoor Education/Experiential Learning/Place-Based Learning	Yes	\$ 112,000	\$ 112,000

**2023/24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,996,309	\$ 1,185,430	39.56%	0.00%	39.56%	\$ 1,190,449	0.00%	39.73%	<b>Total:</b>	\$ 1,190,449
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 1,190,449

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.a.	GCA Highly Qualified Faculty/Staff	No	Schoolwide		Elementary	\$ -	0.00%
1	1.a.	GCA Highly Qualified Faculty/Staff	Yes	Schoolwide	All	Elementary	\$ 138,176	0.00%
1	1.b.	Teacher Development System for GCA Bes	Yes	Schoolwide	All	Elementary	\$ 60,030	0.00%
1	1.c.	Multi-Tiered Systems of Support	Yes	Schoolwide	All	Elementary	\$ 335,128	0.00%
1	1.d.	Special Education Program	Yes	Schoolwide	All	Elementary	\$ 55,764	0.00%
2	2.a.	Partnerships/Outdoor Education	Yes	Schoolwide	All	Elementary	\$ 82,000	0.00%
2	2.b.	Family Engagement	Yes	Schoolwide	All	Elementary	\$ -	0.00%
2	2.c.	After-school Programming	Yes	Schoolwide	All	Elementary	\$ -	0.00%
2	2.d.	Mentorship programming	Yes	Schoolwide	All	Elementary	\$ 69,000	0.00%
2	2.e.	Morning Meetings (Advisory)	Yes	Schoolwide	All	Elementary	\$ -	0.00%
2	2.f.	Faculty/Staffing	Yes	Schoolwide	All	Elementary	\$ 142,620	0.00%
3	3.a.	High-quality, standards-aligned curriculum a	No	Schoolwide		Elementary	\$ -	0.00%
3	3.a.	High-quality, standards-aligned curriculum a	Yes	Schoolwide	All	Elementary	\$ 32,395	0.00%
3	3.b.	Outdoor Education/Experiential Learning/Pl	Yes	Schoolwide	All	Elementary	\$ 112,000	0.00%

## 2023/24 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)
\$ 3,065,732	\$ 1,217,617	0.00%	39.72%	\$ 1,231,906	0.00%	40.18%	\$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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, 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.

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.

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.
- 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.

### **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* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
  
- 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.
  
- 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.

## **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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

#### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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).