

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2023-2024]

General Information

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

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

learners, and informed participants in local and world affairs. They will be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life. GCA will achieve its mission and vision through implementing the school's core values coupled with the rich partnership with the Fresno Chaffee Zoo and regional environmental education agencies—working together to create a world-class educational experience for Golden Charter Academy students. In this light, the zoo and green spaces across the region serve as an extension of the classroom while students learn to be citizens in a worldwide community and stewards of our planet.

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

Reflections: Successes

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

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

Students have transitioned back to campus for in-person instruction and the whole of the school is moving together to make the academic growth and gains necessary for student professional and personal confidence and achievement. GCA implemented

high-leverage Tier 1 best practices in order to create safe classroom environments where meaningful interactions and checks for understanding regularly occurred. New systems, protocols, and educational tools were also utilized to advance academic achievement, despite challenges students may have faced during the previous year. Additionally, teachers, administrators and staff worked both creatively and collaboratively to implement mission-aligned learning programs. Everyone on site was provided with technology, access to the Internet, as well as necessary curriculum and instructional supplies and experiences. The school fully implemented its progress monitoring system through quarterly benchmarks, fall-winter-spring NWEA MAP monitoring and launch of its data dashboard that allows for quick access to aggregated/disaggregated data points that help GCA stay nimble in quick responsiveness to ensure it delivers the educational program that meets the needs of all students—both academically and holistically.

This year, GCA did meet the goal of providing educational opportunity for the historically underserved students of southwest Fresno and supported and furthered the work of FUSD by creating a uniquely different model of education for those students still struggling in the traditional school model. GCA successfully offered a new year of a robust Universal Design for Learning (UDL)-Standards Based curriculum that gave hands-on experiences, research, and fieldwork in partnership with the Fresno Chaffee Zoo, San Joaquin River Parkway & Conservation Trust, Sierra Foothills Conservancy, Latino Outdoors, Alta Peak Native Plant Society, FCSS' Scout Island, Civic Education Center, Fresno Art Museum, Fresno State's Downing Planetarium, Fresno Discovery Center, Fresno Metropolitan Black Chamber of Commerce, Beautify Fresno, Tree Fresno, just to name a few. These partnerships take learning beyond the classroom and brings students face to face with learning, providing experiences and lessons that open our student's eyes to the world that is available to them—true to our work as a place-based academic program. GCA forged a professional learning partnership with two of Fresno Pacific University School of Education professors to guide the school's deep work to increase literacy performance and create the necessary social-emotional learning, cultural responsiveness, trauma-informed practices to bolster student success in life. The school continued its science program rollout with the guidance and support of The Biomimicry Institute, Fresno State University's science department and The Exploratorium education team.

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

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

meetings, grade level meetings, site council and in board meetings. Furthermore, the school expanded its teacher development and evaluation system with focused “look-fors” and regular checks for understanding with students provided specific actionable feedback for teachers and informed professional development needs.

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

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

Reflections: Identified Need

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

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

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

Another issue the data showed was the significant reading gaps of GCA's 3rd and 4th grade students. In reflecting and responding to the data, GCA remains vigilant in creating pathways to success for all learners through innovative lesson design and instructional practices that develop students' expertise. Curiosity, exploration, and discovery are the hallmarks of our educational program and the tools we use to inspire powerful young minds, our central mission. Through a comprehensive and balanced curriculum coupled with challenging assessments, GCA develops the individual talents of young people and teaches them to relate the experiences of the classroom to the realities of the world outside. GCA continues to prioritize resources to bolster the reading achievement of students.

Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of cultural understanding and responsible, environmental, citizenship. GCA students are honing their skills of being critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs. They have demonstrated consciousness of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life. GCA will offer a different way for students to access high-quality education, specifically the students, families, and community of southwest Fresno and fills a community need and interest for a TK/K-8 school that combines 1) college-preparatory academics, 2) serving the needs of a historically underserved and socioeconomically disadvantaged population, and 3) whole-child (holistic) growth.

FUSD is the fourth largest school district in California. The history of FUSD is the story of consolidation over decades of growth, with the poorest residents strategically being situated on the southwest side of town through strategic city planning and development. Sadly, the results of redlining are still evident in the city of Fresno today. The concentration of poverty has remained a plague for the southwest side of the city and has slowly moved into the areas that afford low-income housing. These areas have fewer health services and access to hospitals, as well as fewer banking institutions, grocery stores, and health clubs. Instead, prominent in these neighborhoods are liquor stores, check cashing and payday loan services, and fast food chains. There are also very few city parks in this part of Fresno. Repeatedly, southwest Fresno has been identified as one of the most socio-economically disadvantaged areas in the state of California and the nation as well. The extreme corner of this area, locally known as "West Fresno", has specifically been named as one of the most socioeconomically depressed areas in the nation and one of California's most dangerous places to live. Educational attainment and poverty have a direct correlation in Fresno and most of the city's impoverished residents live in the southwest area of the city. Fresno's southwest side has historically and purposefully been underserved. According to 2018 data from the U.S. Census Bureau, over half of southwest Fresno lives below the poverty line, while the rest of Fresno hovers around 27%. Residents of southwest Fresno earn about half the median salary as the rest of

Fresno. Most recently, the Fresno neighborhoods GCA services have been ranked the most polluted in California.

LCAP Highlights

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

GCA prides itself on our work that addresses inequalities for all students—focusing on equity, stewardship and access. Over this second year of operation, the school has prioritized the implementation of its science, phonics, guided and strategic independent reading programs for students. In local assessment data, GCA has seen evidence indicating improving ELA and math outcomes across the site.

In this LCAP, GCA continues to broaden the application of these literacy endeavors and deepen teaching best practices in order to ensure additional academic success. Accordingly, our LCAP actions continue the site's efforts to address issues that disproportionately impact communities of color, while providing all learners with multi-tiered systems of support to increase academic achievement. Finally, GCA's plan includes initiatives centered on student wellness as the community continues to face hard realities of systemic inequality and limited access to housing, transportation, health care and healthy food.

Comprehensive Support and Improvement

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

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

Golden Charter Academy

Support for Identified Schools

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

Utilizing surveys of teachers and families as well as NWEA MAP achievement data and LP attendance data, GCA has prioritized two main areas for support and improvement: school attendance and reading achievement in developing comprehensive support and improvement plans.

First, with school attendance, GCA's attendance secretary worked closely with school counselors to develop support plans for the 44% of students who had 10% or more absences. GCA saw peak absentee issues in LP4 (16.28%) mainly from illness or family illness-related issues. Counselors and attendance secretary began a series of support meetings with families struggling with attendance issues with the intent to find support to get these students to school. Through a series of meetings and home visits, GCA was able to get LP9 down to 9.89%. Furthermore, this team is developing new attendance policies and procedures prioritizing home support to ensure more students are in school consistently.

Also in those findings, first among our goals are reaching a group of students who are passionate inquirers; students who know how to find books that inspire them, challenge them to set their goals higher, and help them to lead fuller, more empathetic lives. GCA teachers are working toward building greater student independence in reading by learning how to choose books they are interested in, books they can read with appropriate fluency and comprehension, and books that have something to offer that is intellectually challenging and emotionally stimulating. Not only does GCA want passionate readers who seek multiple forms of media and texts to further their own learning, GCA also wants critical readers; readers who can ask questions like “Whose story is being told here?” and “Whose story is absent from this narrative and why?” GCA wants our students to conceptualize the author's purpose not only as a tool but a platform to analyze, criticize, and express a point of view. GCA wants our readers to also be engaged and empowered writers; for our students to see the written word as an extension of their own interests and passions. GCA desires students to see the written word as a powerful mark they can leave not only our GCA community but perhaps the world abroad. GCA wants our young readers to become authors to contribute to the growing body of literature created and published by students of color. GCA wants to elevate their voices to be heard, help them use their eyes to learn, their pens to persuade, their minds and hearts to create change.

Our current data does not reflect GCA students' nor their potential. After a deep review of NWEA MAP assessments and SBAC ELA score performance, GCA understands that students are in need of deep and meaningful reading support—from both an intervention and enrichment standpoint and a culturally relevant and sustaining pedagogical framework. Since GCA began responsive actions based on the data, GCA students have shown growth overall in their reading achievement from spring to spring. However, GCA knows they need to grow exponentially.

From Kinder to fourth grade, GCA has developed a shared set of literacy goals that are achievement (data) related but also deal with some of the affective factors that accelerate literacy development. As a literacy team, GCA created our “Fall 2022-Winter 2023 MAP Growth Reflections: Classroom Goals + Focus Students” guide; and in each classroom teachers committed to measurable, achievable literacy goals as well as specific goals to support motivation to read, interest in writing and publishing student work, reading and writing stamina. Actions we have already taken to meet this goal include revising the intervention “Rainbow Block” (the added afternoon literacy time) to include independent reading. During this time, GCA students have been learning how to choose books they can read with a degree of accuracy and fluency, but also learning about a variety of genres and topics that are of interest to them. As this has already proven to be beneficial for GCA students, it has also been strategic for teachers who are now finding time to work with individual students on their academic literacy goals and to confer with students about their interests, issues, and concerns. Implementing this program schoolwide is also helping GCA to create a shared vision of literacy on the campus. The intentional work GCA is embarking on with students come from the Data Day investigations we began a few months ago. We are seeing trends in not only what our students need but also some common concerns across grade levels.

After working closely with teachers to identify areas of need and support, GCA is planning to support reading achievement with the following action steps:

- Continue working with Fresno Pacific University literacy consultant and coach to increase deeper understandings of the reading process, theory, and how theory translates to practice for GCA teachers and learning guides.
- Improvement of reading intervention and enrichment practices; identifying and supporting needs of GCA's struggling and growing readers and accelerating literacy growth for all of GCA's students.
- Adding additional training opportunities to maximize literacy development and implement more strategic reading across all content areas in support of GCA's interdisciplinary instructional approach.
- Increasing opportunities for teachers and learning guides to investigate research-based best practices and teaching techniques that foster the development of fluent, proficient, independent and motivated readers of all ages.
- Refining the systematic, explicit phonics instruction in GCA classrooms and embedding this research-based instruction within

meaningful and relevant reading and writing activities.

- Designing, implementing and refining appropriate and rigorous literacy instruction based on the needs of individual students.
- Designing, implementing and refining rigorous writing program teachers have requested based on their observed assets of GCA students.
- Installing in-class (real-time) literacy coaching to ensure GCA teachers have expert modeling of a curricular framework that integrates standards, student inquiry, rigorous and challenging talk, appropriate texts, authentic reading and writing tasks into larger units of study.

Monitoring and Evaluating Effectiveness

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

GCA will monitor and evaluate the attendance support plans and reading support plans with consistent monitoring of LP attendance data and NWEA MAP reading performance, given three times a year (Fall, Winter, Spring). Adjustments to programs can be made by quarter to ensure students are in school and working toward literacy goals.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

These meetings discuss programs, efficacy, and resource planning as well as shape priorities that become goals and action steps helping GCA to meet its mission and vision. GCA has also increased participation in the region's cultural events like Aloha in the Park, Hmong Cultural New Year Celebration, Black History Month events, Beautify Fresno Youth Service Day, Earth Day Fresno, Civic Education Center service learning showcase, and 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 to faculty, staff as well as families. Student input was sought in relation to program impact. Additionally, GCA hosted listening sessions for families and created feedback mechanisms embedded in S1 and S2 family conferences so families could share input on programs, needs and priorities. Sessions were offered both in-person and virtually. Teachers and classified staff had the opportunity to share input on needs, programs and priorities in Q2 and Q3 staff meetings. GCA's site council shaped the goals and refined actions to meet those goals over the course of Q2, Q3 and Q4. Quarterly meetings with educational partners like Fresno Chaffee Zoo and other

environmental education partners who service our students directly were also given the opportunity to shape budget program priorities. GCA hosted public comment sessions for the 23-24 LCAP in April and May through virtual sessions. Metric data was shared with partners, families, Site Council, faculty/staff in the mid-year progress report out and end-of-year report out.

A summary of the feedback provided by specific educational partners.

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

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Golden Charter Academy is using the rich perspectives of our community and educational partners to create an educational plan that will meet the school's goals listed in the LCAP—focused on creating opportunities for students to be critical thinkers at a systems level, rooted in their own efficacy and agency as solutionaries, connected deeply with the natural world as they extend circles of compassion to all living things and engage civically and individually in work to create healthier communities and ecosystems. As a result from educational partner outreach, feedback from community agencies teachers, staff, students and families reflected the toll the global pandemic has taken on students and informs LCAP actions to not only support students' mental health, but to rekindle their natural curiosity and desire to learn through actions including improving teacher facility with best practices, outdoor education, and our math and literature initiatives. With the community's input, we were able to prioritize the budget to maintain student-facing services even with shortfalls in revenue from attendance declines related to issues many of our families are facing due to poverty and limited access to high-quality, consistent healthcare. GCA has stabilized most of the initial social-emotional and interpersonal needs of students returning to in-person instruction. Faculty and staff are able to work more directly and effectively with the academic needs of literacy development as GCA has prioritized budget allocations to secure literacy resources like phonics instruction, guided reading programs, classroom libraries, class sets of books and additional literacy tutoring with community partners, professional learning for reading and literacy instruction and extended school year opportunities for students to build reading skills.

Teacher input has also elevated a need for faculty to have professional learning to deepen their instructional understanding of elementary science—the subject that has proven an igniter of intellectual passion in our students. GCA is engaging in developing learning experiences for teachers with Fresno Chaffee Zoo, San Joaquin River Parkway & Trust, Fresno Pacific University, Fresno County Office of Education and with other environmental and outdoor education partners to address these needs.

As the school will be adding a new grade level next year, GCA is developing a rich set of onboarding summer programming for

new-to-GCA faculty, staff, students and families. These onboarding opportunities allow for pre-fall 2023 academic, social-emotional and environmental connectedness baseline assessments and cultivation of a strong, healthy school climate as students, faculty, staff and families feel prepared with the cultural and academic tools and language before the formal school year begins.

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

GCA's English learners and low income students are in need of additional academic support in comparison to all students as indicated in the metric section on state and FUSD ELA and math assessments. Local needs assessment and educational partner feedback indicate a specific need for additional and differentiated educational resources for teachers that provide opportunities for English learners and low-income students to access their learning. GCA will continue the refinement of tiered interventions for attendance/engagement, behavior/social-emotional, and coursework/academics, especially literacy, and increase resources to support the faculty and staff who are providing intervention support for these students. These interventions and resources will continue to support English learners and low socioeconomic students by providing teachers with additional resources that allow for students to access grade level standards regardless of their language proficiency. Additionally, these additional learning tools allow for teachers to differentiate educational curriculum to support low-income students with the scaffolds needed to fill learning gaps and improve accessibility. The use of these additional resources are designed to meet the needs most associated with English learners and low-income youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect our work around this goal to continue to reduce the achievement gap for English learners and low-income on state and local ELA and math assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

<p>CAASPP English Language Arts</p> <p>Average Distance from Meeting Standard (DFS)</p>	<p>Awaiting results of 3rd grade SBAC ELA</p> <p>Data Year: 21-22</p> <p>Data Source: CAASPP</p>	<p>Low Income: K-3 average of -12 points below national norm for grade level on NWEA Reading</p> <p>EL: K-3 average of -18.4 points below national norm for grade level on NWEA Reading</p> <p>Data Year: Spring 2022</p> <p>Data Source: NWEA MAP</p>		<p>Baseline + 2%</p> <p>Data Year: 23-24</p> <p>Data Source: CAASPP, NWEA Map</p>	<p>Baseline + 2%</p> <p>Data Year: 24-25</p> <p>Data Source: CAASPP, NWEA Map</p>
<p>CAASPP Math</p> <p>Average Distance from Meeting Standard (DFS)</p>	<p>Awaiting results of 3rd grade SBAC math</p> <p>Data Year: 21-22</p> <p>Data Source: CAASPP</p>	<p>Low Income: K-3 average of -12 points below national norm for grade level on NWEA Math</p> <p>EL: K-3 Average -8.4 points below national norm for grade level on NWEA math</p> <p>Data Year: Spring 2022</p> <p>Data Source: NWEA MAP</p>		<p>Baseline + 2%</p> <p>Data Year: 23-24</p> <p>Data Source: CAASPP, NWEA Map</p>	<p>Baseline + 2%</p> <p>Data Year: 24-25</p> <p>Data Source: CAASPP, NWEA Map</p>
<p>Percentage of English Learners who make progress on ELPAC</p>	<p>2 students (1st, 3rd) at score 1</p> <p>1 student (1st) at score 2</p> <p>Data Year:</p>	<p>2 students (1st, 3rd) at score 1</p> <p>1 student (1st) at score 2</p> <p>Data Year: 21-22</p> <p>Data Source: ELPAC</p>	<p>Summative:</p> <ul style="list-style-type: none"> 4th Grade: 1 student grew from Level 1 to Level 2 Kindergarten & 2nd grade: summative reports will be available in August 2023 	<p>Increase from baseline +2% each year until we are green on CA School Dashboard</p> <p>Data Year:</p>	<p>Increase from baseline +2% each year until we are green on CA School Dashboard</p> <p>Data Year:</p>

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.A.	GCA Highly Qualified Faculty/Staff	GCA continues to prioritize securing highly qualified faculty and staff. GCA personnel will provide support developing systems for analyzing and visualizing data, planning and delivering teacher and administrator professional development, assessment design, curriculum selection, program evaluation and strategic planning as GCA adds grade levels in the coming years.	\$1,350,104	Y
1.B.	Teacher Development System for GCA Best Practices	GCA will continue implementation and refinement of our best practices--the Universal Design for Learning, environmental education and place-based learning. These practices are designed to meet the needs of students who are low-income, learning English, in the foster care system or experiencing homelessness. In 2022-23, we will refine our best practices for the post-pandemic environment. This will include examining how we prioritize standards, deepening instructional practice around those standards and refining how we use assessment to inform refinements to scope & sequence, instructional practice and interventions. In each year of the LCAP, we will evaluate how well our best practices are implemented and the corresponding impact on student outcomes, including outcomes for English learners, low-income students and other student groups.	\$72,000	Y
1.C.	Multi-Tiered Systems of Support	In 2022-23, the student services coordinator, instructional leadership team and principal will lead the initial phase of tiered support services across campuses. They will evaluate adding partners for developing, delivery and refinement of MTSS structures and strategies. In 2023-24, we will review outcomes and then broaden and expand the most effective programs. In all three LCAP years we will be identifying and providing professional development for general education teachers and grade level team leaders, department chairs and administrators to improve MTSS.	\$512,640	Y

1.D.	Special Education Program	Collaborate across teams to create shared systems of compliance and accountability with the new SELPA provider through Fresno County Superintendent of Schools. GCA will also add additional training opportunities for the full-time educational specialist, student services coordinator, life coach and learning guides who will spend time becoming familiar with students, their families, their needs and programs, so they can be better prepared to step in to provide additional support. Through their collaboration with the faculty/staff, GCA will establish systems for the initial and compliant delivery of special education services collaborating with FCSS Charter SELPA specialists and other program team members.	\$347,991	Y
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Goal Analysis for [2022-2023]

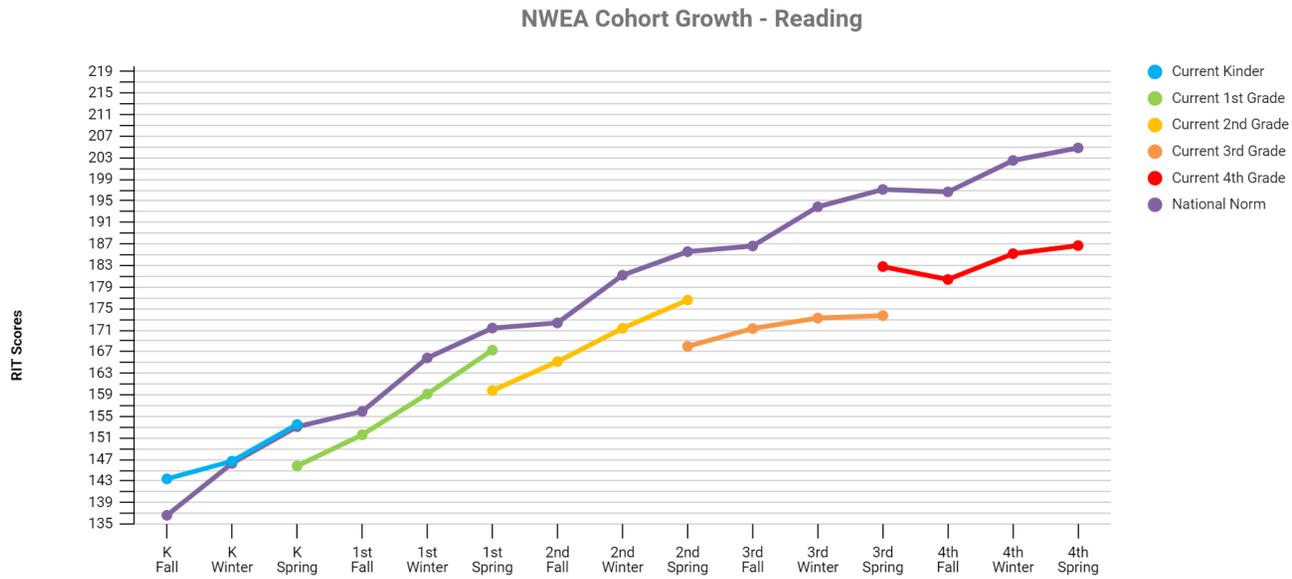
An analysis of how this goal was carried out in the previous year.

This August, Golden Charter Academy added a new grade level and has expanded enrollment to 269 students TK-4. A significant portion of the data analysis, teacher and administrator professional development, program evaluation, and strategic planning at the site was devoted to supporting the community (students, teachers, and site leaders) in the continuation of in-person learning and focused on closing achievement gaps from pandemic learning. This work required the refinement and addition of sustainable infrastructures to maintain an inclusive multi-tiered system of support and emphasis on schoolwide curriculum implementation. Furthermore, in order to improve student learning outcomes, the site leveraged Tier 1 instructional best practices to create safe classroom learning environments where meaningful student interactions and checks for understanding were executed regularly.

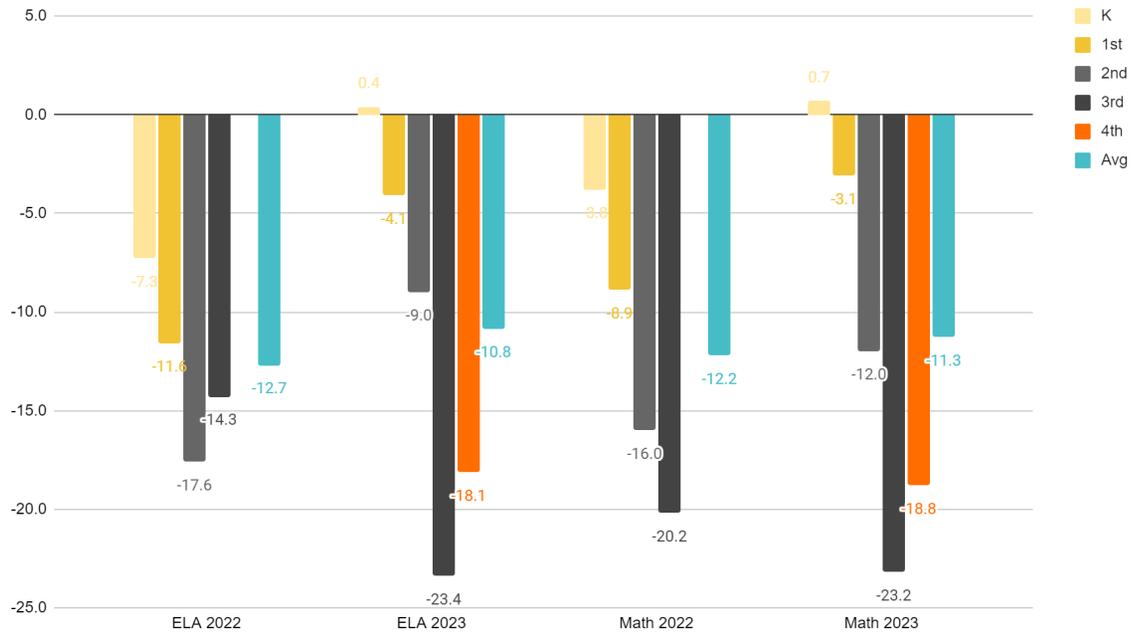
Working closely with literacy experts from Fresno Pacific University, GCA refined the implementation of phonics and guided reading programs and added independent reading and teacher workshops across our instructional blocks to support reading intervention, enrichment as well as its science-focused, interdisciplinary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

After reviewing 2022-23 NWEA baseline data, GCA sees the need to even more strategically organize 23-24 instructional blocks to effectively support the gaps in literacy identified in 4th and 5th grade students and to continue growth gains seen in kindergarten, 1st and 2nd grade students. The instructional leadership team continues to review data to inform action planning. Data trends continue to show that older students are further behind than kindergarten—which makes sense in terms of students' in person learning opportunities over the last several years. NWEA data indicates 23-24 3rd, 4th and 5th grades will need more strategic math goals to support growth moving forward. Therefore, GCA will be implementing reading intervention and extension elements early in Q1 to get a jumpstart on growth before the NWEA Map October test date. Interim assessments are being planned for 3rd-5th grade students in 23-24, and GCA has identified assessment program supports to ensure that classroom summative assessments are aligned to anchor standards for ELA and priority standards in math. GCA will begin testing 5th grade students on CAST as well. Therefore a deep focus on assessment and planning will be needed to ensure students are ready to succeed on state and local assessments. Furthermore, GCA needs more work to determine the role of teacher-created curricula and assessments, audit existing intervention systems,

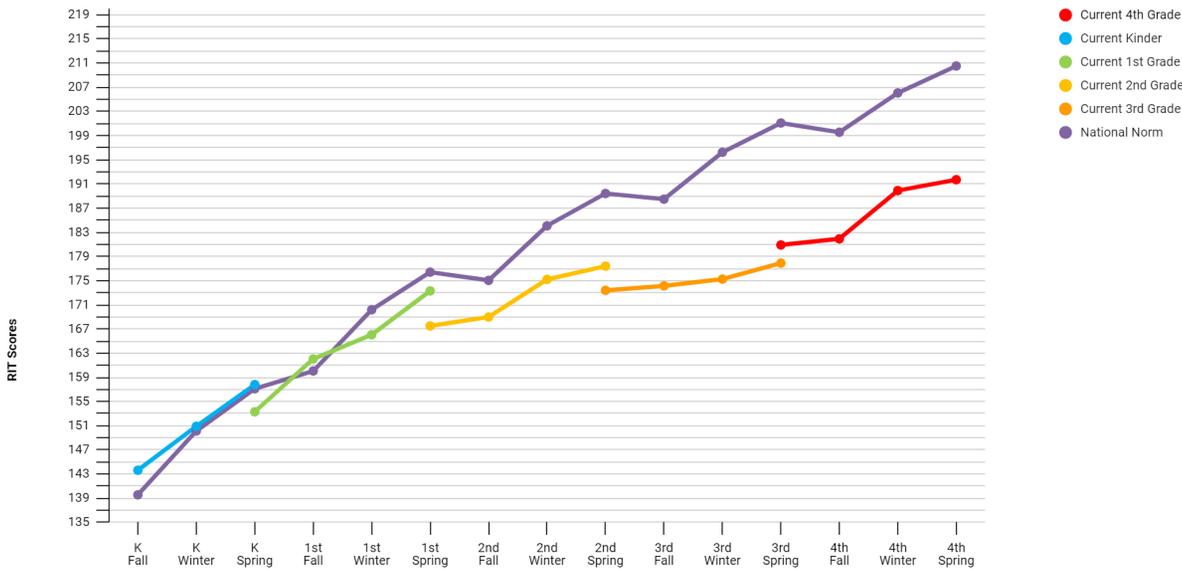
articulate and leverage instructional best practices to serve as a bedrock for three tiers of academic support; develop organization-wide tools for efficient and sustainable MTSS, while providing appropriate interventions; and draft a 3-year vision for improving MTSS at GCA.

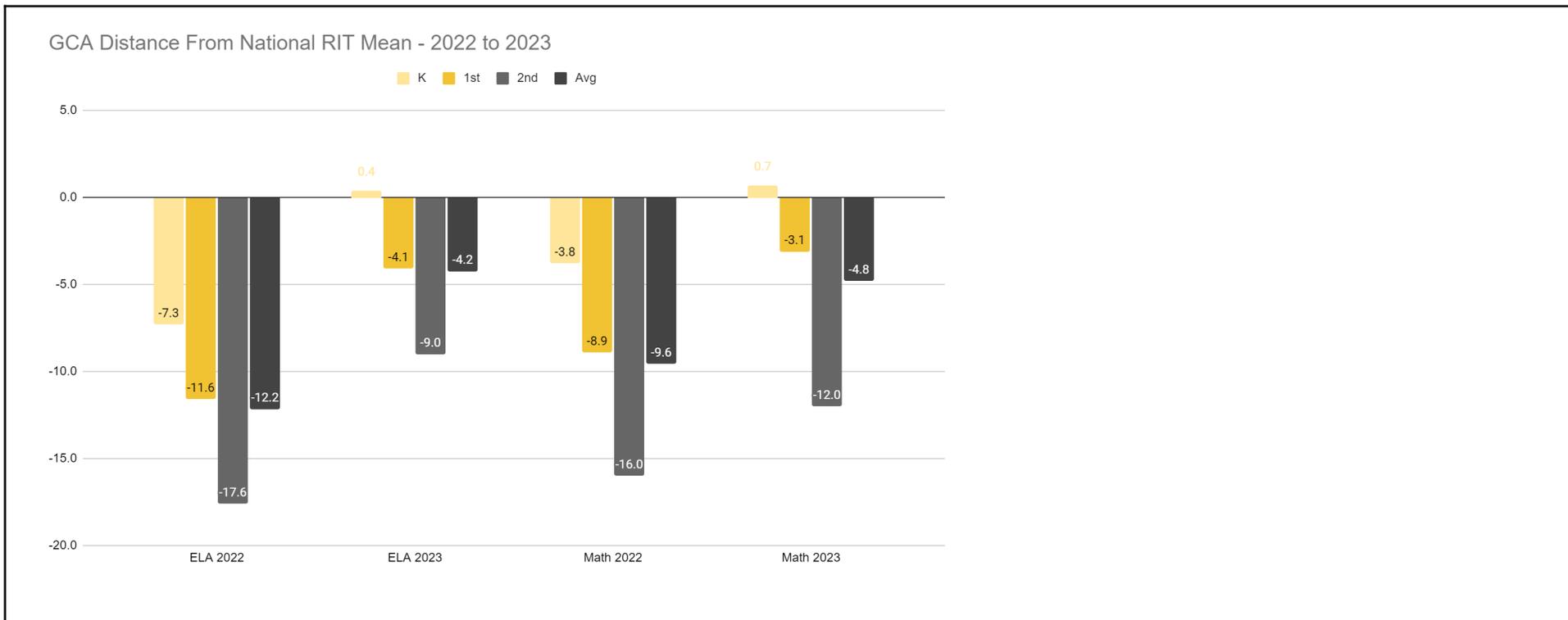


GCA Distance From National RIT Mean - 2022 to 2023



NWEA Cohort Growth - Math





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

There are a few differences between the budgeted and actual expenditures for GCA during this reporting period. GCA was able to start the academic year fully staffed. There was some teacher turnover due to some health issues that required mid-year staff changes in kindergarten, 1st and 4th grades. GCA also expanded its counseling department mid0year with the addition of another school counselor to serve TK-4 and the development and execution of Tier 1, 2 and 3 supports.

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

In the second academic year and the addition of 4th grade, GCA dedicated a great deal of strategic planning, professional development, and program evaluation to the administration of high level instructional practices supporting students with literacy gaps that emerged from pandemic learning. Key actions included: the engagement of school partners in the selection of high leverage Tier 1 best practices, including student interactions, literacy programs and checks for understanding; the delivery of site-wide teacher PD, grade-level collaborations, student work analysis, and individual support and coaching; the development and implementation of classroom observation tools around implementation goals of literacy programs; monthly planning sessions and professional development for school staff to collectively define and calibrate a shared understanding of Tier 1 practices; and

monthly collaboration with the instructional leadership team to help analyze data, qualitative and quantitative, refine site-specific plans and share resources across the organization.

Using results from the Spring 2022 CHKS Staff Survey, as a result of the above actions, a majority of 100% of teachers felt the school promoted personnel participation in decision-making that affects their practice and school policies and 94% agreed the school uses objective data in decision making. All staff also felt that the school emphasizes using instructional materials that reflect the culture or ethnicity of its students and 94% see the school's high priority in closing the racial/ethnic achievement gap. Additionally, to grow from here, GCA instructional leadership team identified additional student supports including: (1) integrated Tier 2 and 3 supports for the deep amount of students still facing reading gaps exacerbated by the pandemic, (2) instructional supports for positive behavior and classroom management, and (3) better ways to meet the social, emotional and development needs of GCA students—especially through the lens of creating learning environments that elevate students over the obstacles of adverse childhood experiences.

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

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

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

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

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

- Determining the role of teacher-created vs. adopted curricula and corresponding assessments;
- Auditing existing intervention system;
- Articulating high leverage instructional best practices to serve as the bedrock for three-tiers of academic supports;
- Developing organization-wide tools for MTSS efficiency and sustainability when identifying students and providing appropriate interventions; and
- Drafting a 3-year vision for improving MTSS.

In Year 3, working alongside Fresno Pacific University’s teacher education department and Fresno County Superintendent of Schools’ induction program, GCA plans to introduce a more refined teacher development system, while integrating practices identified in Year 1-2 ensuring our MTSS is coordinated, data-based, sustainable, and supports equitable outcomes for all students.

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

Goal 2

Climate & Engagement: We will continue developing a caring school culture that supports student wellness, is responsive to stakeholder feedback and ensures organizational sustainability

An explanation of why the LEA has developed this goal.

GCA believes that learning best occurs through a positive school culture with safe, structured, and nurturing environments. Chronic absenteeism of low-income students of color struggle most within FUSD is highest among low-income students of color and our homeless/foster youth student populations. As with all California public schools, GCA certainly faced attendance challenges in 22-23 and is working to develop strategic intervention to get those students back into school.

Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. GCA provides a safe, and nurturing environment with minimal distractions and more time for both academics and extracurricular opportunities, so GCA students enjoy school and maximize their learning. GCA set clearly defined and measurable high expectations for academic achievement and student conduct/behavior for all students. At GCA, the attention is focused on the whole child and energized by the mission to reimagine education in communities of color. GCA does know that the school community is made up of educational partners who persist, are creative, collaborative and are united resourcefully to work towards fulfilling our GCA mission. The school’s actions below reflect our ongoing work to improve student engagement. To increase GCA students’ sense of safety and connectedness will require attention to mental health needs for students and robust interventions for students who require additional assistance—especially with the school’s majority population of low-income students of color. GCA’s mentorship programming creates access to caring adults specifically placed to guide students to positive school and healthy physical and mental health. Through

partnerships, field experiences and service-learning, GCA continues to ensure student learning is meaningful and relevant to their lives in order to re-engage students whose commitment to school might have been undermined through the pandemic, environmental racism and economic injustice. GCA continues to leverage the new tools for engaging families to build upon a robust partnership with families. GCA continues to grow support for the safety and connectedness of staff so they can deliver high quality learning experiences to students who have had lives and routines have been disrupted by the cycles of poverty, negative health outcomes and environmental racism. These Goal 2 actions and resources will continue to support low-income students of color, ELD students and foster youth by providing teachers with additional resources that allow for students to access grade level standards and rich learning experiences. Because GCA expects that all students struggling academically, socially and/or emotionally will benefit, these actions are provided on an LEA-wide basis. The school expects the work around this goal to continue to reduce the gaps in engagement and attendance which ultimately lead to lower performance on local and state academic measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	93% ADA Data Year: 21-22 Data Source: School Pathways Attendance Reports	21-22 ADA by Grade Level <ul style="list-style-type: none"> TK: 90.54% (-2.46) K: 89.61% (-3.39) 1st: 91.06% (-1.94) 2nd: 90.49% (-2.51) 3rd: 91.07% (-1.93) Data Year: 21-22 Data Source: School Pathways Attendance Reports	90% of 259 <ul style="list-style-type: none"> TK: 86.7% (-3.3) K: 86.35% (-3.65) 1st: 87.17% (-2.83) 2nd: 88.81% (-1.19) 3rd: 87.83% (-2.57) 4th: 88.40% (-1.6) Data Year: 22-23 Data Source: School Pathways Attendance	90% of 312 Projected Data Year: 23-24 Data Source: School Pathways Attendance	93% ADA Data Year: 24-25 Data Source: School Pathways Attendance Reports
Family input in decision-making: % of families who agree that the school allows, seeks, and welcomes their input.	Pending CHKS Family Survey Data Source: 21-22 WestEd CHKS	91% of families report that school actively seeks the input of parents before making important decisions.	Around 90% of families report Agree to Strongly agree on LCAP Goal 2 family survey Data Source: Internal GCA LCAP Spring 2023 LCAP survey Pending	Increase by 5% annually until 80% is reached then maintain that level Data Source: 23-24 WestEd CHKS	Increase by 5% annually until 80% is reached then maintain that level Data Source: 24-25 WestEd CHKS

			Data Source: 22-23 WestEd CHKS		
<p>Student Safety & 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>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</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</p>	<p>Pending</p> <p>Data Source: 22-23 WestEd CHKS</p>	<p>Maintain above 70% on School Safety and Connectedness Surveys as School Grows</p> <p>Data Source: 23-24 WestEd CHKS</p>	<p>Maintain above 70% on School Safety and Connectedness Surveys as School Grows</p> <p>Data Source: 24-25 WestEd CHKS</p>
<p>Family safety & connectedness: % of families who agree or strongly agree that campus is a safe place for their child.</p> <p>&</p> <p>Average % of families who agree or strongly agree that school staff treat them with respect, take their concerns seriously, and are helpful to them.</p>	<p>Pending CHKS Family Survey</p> <p>Data Source: 21-22 WestEd CHKS</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</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>Pending</p> <p>Data Source: 22-23 WestEd CHKS</p>	<p>Increase of 2% over baseline each year until reaching 80%</p> <p>Data Source: 23-24 WestEd CHKS</p>	<p>Increase of 2% over baseline each year until reaching 80%</p> <p>Data Source: 24-25 WestEd CHKS</p>
<p>Staff safety & connectedness</p> <p>Avg level of agreement with staff working environment and collegiality questions on</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>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>Pending</p> <p>Data Source: 22-23 WestEd CHKS</p>	<p>Maintain above 80% on Staff Safety and Connectedness Surveys as School Grows</p> <p>Data Source: 23-24 WestEd CHKS</p>	<p>Maintain above 80% on Staff Safety and Connectedness Surveys as School Grows</p> <p>Data Source: 24-25 WestEd CHKS</p>

California School Climate Surveys or similar survey	90% say the school is a safe place for staff. Data Source: 21-22 WestEd CHKS	90% say the school is a safe place for staff. Data Source: 21-22 WestEd CHKS			
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Actions

Action #	Title	Description	Total Funds	Contributing
2.a	Partnerships/Outdoor Education	Quality outdoor education experiences, service learning and community service and action relies upon community partnerships. GCA and school-site leadership will sustain and refine partnerships with zoo and other area agencies in order to increase engagement of unduplicated pupils, so they are able to access resources, experience, and expertise related to their social-emotional development and educational/career plans. Overnight field trips and day field trips will contribute to wellness and healing efforts as they will allow students to experience open space, wilderness, a sense of belonging in outdoor environments, and community building outside of school. Substantial evidence supports the value of outdoor education programs for promoting healthy adolescent development (Cason & Gillis, 1994; Dillon et al., 2006; Hattie, Marsh, Neill, & Richards, 1997; Norton & Watt, 2013).	\$82,000	Y
2.b.	Family Engagement	Leverage new parent engagement strategies through in-person and virtual sessions to expand family involvement in decision-making and increase participation and sense of connection with families of low-income students and English learners.	Costs captured in 1.a.	Y
2.c.	After-School Programming	GCA offers an in-house after-school program to supplement the educational program and increase student engagement and sense of connectedness.	\$260,000	Y
2.d.	Mentorship programming	Working with community agencies that specialize in mentorship of urban students, GCA trains in-house learning guides and life coaches to give students opportunities to grow in their empowerment and express their voices with compassion to improve the world around them. GCA's mentoring program will play an instrumental role in laying the foundation for character development of GCA students.	\$69,000	Y
2.e.	Morning Meetings (Advisory)	GCA knows that meaningful relationships with adults are critical for student learning. In GCA's morning meetings, these relationships act as a Tier 1	Costs captured in 1.c.	Y

		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.		
2.f.	Faculty/Staffing	The Attendance Secretary and school counselors will continue leading efforts to closely connect students' families and home communities to the work of GCA. In 2022-23, GCA added an additional counselor in addition to the Community Engagement Coordinator to increase these outreach efforts.	\$242,620	Y

Goal Analysis for [2022-2023]

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

GCA prides itself on having a caring school culture that supports student wellness, is responsive to partner feedback, and ensures organizational sustainability. GCA created a community engagement coordinator position to bolster the opportunities for families to engage with the school around mission-aligned programs. GCA continued to utilize both in person and virtual options, two-way messaging platforms, and electronic newsletters to keep the community engaged and informed throughout the year. Student connectedness also continues to be a major focus for the site. In year 1, GCA developed a strong advisory and mentorship model relying on circles and other restorative practices rooted in the GOLDEN rules (Give Respect, Obligation to Community, Love Learning, education, Elevate & Never Quit). As a critical element for learning, GCA has prioritized meaningful student-adult relationships that fostered opportunities to explore mental health and socially-important topics, including anxiety, depression, friendship, organization skills and other academic needs. With the partnership with Fresno County Department of Mental Health's All 4 Youth, its mental health support provider, and the addition of another school counselor, GCA was able to service the number of referrals needed to provide additional socio-emotional support, as well as threat assessments. As a result of the direct engagement from GCA's advisory program (Morning Meetings), teachers, mentors, life coach and the the school counselors worked across the school to combat depression, suicidal ideations, and work closely with those students needing social and collaborative skill development. Furthermore, as the school expands the ability to meet the needs of those who require additional interventions, GCA plans to add additional

mentorship and partnership opportunities for students to engage in healthy social emotional skill growth and development. To meet community needs, GCA also implemented an in-house after school program that served about 2/3 of students on a daily basis while school was in session.

Additionally, GCA worked with over 30 different community and outdoor education partners to provide rich, nature-connecting learning experiences to all of its students, families, faculty and staff—in the effort to increase student engagement and provide access to resources and expertise related to science, nature, culturally-responsible instruction, restorative practices and the environment. GCA offered a plethora of quality of nature outings for students and for families. These environmental learning opportunities contributed to the wellness of all learners by allowing them to create a sense of belonging in the outdoors, as well as within their community, thus supporting healthy adolescent development.

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

None at this time

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

At the start of this academic year, GCA utilized NWEA MAP data and California Healthy Kids Survey data to inform Q1 focus to help meet the specific SEL needs of our students. Students who were safe and in school had a chance to bolster literacy gaps brought on by being out of the classroom for over a year. In addition to GCA's ongoing mission to serve those who are low income, as well as English language learners, the morning meetings structure (advisory) continues to be reinforced and woven throughout all teachers' work with students. Not only does this framework resonate within our community, but it helps students express themselves and feel more comfortable in school—taking the healthy risks our service action-oriented units of study require. Many teachers increased their use of the advisory meetings at various times of the day to ensure SEL needs were known and timely addressed. With the addition of the school counselors, GCA began a Second Step social-emotional learning curriculum in Kindergarten, 3rd and 4th grades. This will expand to all grades in 23-24. Post Covid-19 data also substantiated the need for additional social emotional structures to be implemented throughout the year. While overall attendance rates were down, chronic absenteeism increased at GCA—mainly due to health-related and family health-related issues. GCA had no expulsions during this reporting period. Finally, to assess the climate of care, the site administered surveys throughout the year and saw incredibly promising results—with large majorities of staff and students saying campus is safe and caring.

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

None at this time

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
<p>Course Access & materials to help students grow and develop Environmental Literacy Knowledge & Skills</p> <p>(Content Knowledge, Systems Knowledge, Critical Thinking, & Planning)</p>	<p>100%</p> <p>Data Source: GCA Business Office</p>	<p>100%</p> <p>Data Year: 21-22</p> <p>Data Source: GCA Business Office</p>	<p>100%</p> <p>Data Year: 22-23</p> <p>Data Source: GCA Business Office</p>	<p>100%</p> <p>Data Year: 23-24</p> <p>Data Source: GCA Business Office</p>	<p>100% of students have access to CCSS and NGSS Standards-aligned curriculum and to the educational program as outlined in the charter petition.</p> <p>Data Year: 24-25</p>

<p>Students will demonstrate an understanding of systems thinking about the Environmental Principles & Concepts in the context of grade level content and projects.</p> <p>Students will demonstrate critical thinking to analyze environmental issues and plan to take informed action.</p>					<p>Data Source: GCA Business Office</p>
<p>Environmental Dispositions</p> <p>(Social Emotional Learning & 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>North American Association of Environmental Educators Nature Connectedness Surveys TK-3 & 3rd Grade CHKS</p> <p>Data Year: 2021-22 Data Source: WestEd CHKS, NAAEE Surveys</p>	<p>CHKS:</p> <p>56% of students feel that they are one of the best students.</p> <p>66% of students feel like they have a chance to solve problems.</p> <p>85% of students report that they get 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>Pending</p> <p>Data Source: 22-23 WestEd CHKS</p>	<p>Pending</p> <p>Data Source: 23-24 WestEd CHKS</p>	<p>Students will score higher than norm group in SEL dispositions of efficacy and empathy on CHKS</p> <p>Data Year: 2023-24 Data Source: WestEd CHKS, NAAEE Surveys</p>

		<p>Nature Connectedness Surveys: 3rd grade averaged 6.125 (of 7) in feeling connected to nature</p> <p>TK averaged 4.3 (of 5), Kinder 4.07, 1st 4.2, and 2nd 4.27 in their nature connectedness responses</p> <p>Data Year: 2021-22 Data Source: WestEd CHKS, NAAEE Surveys</p>			
<p>Environmental Stewardship Behaviors (Individual & Collective)</p> <p>Students will demonstrate individual stewardship behavior.</p> <p>Students will demonstrate civically engaged stewardship behavior.</p>	<p>100%</p> <p>Data Year: 2021-22 Data Source: School Pathways Teacher Gradebooks</p>	<p>100%</p> <p>Data Year: 2021-22 Data Source: School Pathways Teacher Gradebooks</p>	<p>100%</p> <p>Data Year: 2022-23 Data Source: School Pathways Teacher Gradebooks</p>	<p>100%</p> <p>Data Year: 2023-24 Data Source: School Pathways Teacher Gradebooks</p>	<p>100% of students will receive opportunity to complete for 1 community service project in an academic year</p> <p>Data Year: 2023-24 Data Source: School Pathways Teacher Gradebooks</p>
<p>School Facilities in "Good Repair": Clean, safe, and functional as determined by the Green Ribbon Pillar 1 and 2 criteria or other local instrument that meets same criteria</p>	<p>In good standing with Fresno County Fire Department and charter authorizer oversight matrix</p> <p>Sourcing over 50% of facilities supplies through Amazon's Climate Friendly Pledge Program</p>	<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 Year: 2021-22</p>	<p>Pending</p> <p>Data Source: 22-23 WestEd CHKS</p>	<p>Pending</p> <p>Data Source: 23-24 WestEd CHKS</p>	<p>The facility will receive ratings of good on all inspected systems and an overall rating of good.</p> <p>Data Year: 2024-25 Data Source: 24-25 WestEd CHKS</p>

	Data Year: 2021-22 Data Source: FC Fire Department Report, GCA Business Office	Data Source: 21-22 WestEd CHKS			
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Actions

Action #	Title	Description	Total Funds	Contributing
3.a.	High-quality, standards-aligned curriculum and instructional materials Environmental Literacy Knowledge & Skills, Environmental Dispositions and Environmental Stewardship behaviors.	At GCA, all students will continue to have access to courses and materials to help them grow and develop Environmental Literacy Knowledge & Skills, Environmental Dispositions and Environmental Stewardship behaviors.	\$230,000	Y
3.b.	Outdoor Education/Experiential Learning/Place-Based Learning	Ultimately, environmentally literate individuals possess a sophisticated set of knowledge, skills, and dispositions that allow them to solve novel environmental problems and determine the best set of actions; they are engaged in civic decision-making and action. Therefore, GCA will continue to use a variety of environmental education resources, including those offered in field-based experiences with local agencies such as the National Park Service, Fish and Wildlife Service, Bureau of Land Management, State Parks Service, local land trusts, fisheries, and other entities that manage natural resources. GCA educators will be able to extend these field-based learning experiences by developing learning modules using the Environmental Principles & Contexts and the Guidelines for Learning (K-12).	\$112,000	Y

3.c.	Environmental Education Professional Learning	Ultimately, teachers need training to craft learning experiences to form environmentally literate individuals. Teachers will deepen training in incorporating civic decision-making and action into unit design. Therefore, GCA will continue to use a variety of environmental education partners to develop science content knowledge and environmental literacy of its faculty and staff.	Costs captured in 1.b.	Y
3.d.	Sustainable facilities & operations	Children need to have a clearer understanding of the natural world and the impacts of human choices as they will one day be looked to for decisions concerning natural resources, informed policymaking, and legalities (Milner et al., 2012). Nurturing this level of understanding means “our schools must be models of sustainable and inclusive practices, and our education programs must be action and solution-oriented,” according to the California Environmental Literacy Initiative (2019, p. 2).	\$393,128	N
3.e.	Promoting 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 highly-specialized school safety and supervision team to ensure students have a school climate in which to meet GCA expectations for academic excellence and school behavior.	\$163,336	Y

Goal Analysis for [2022-2023]

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

This second year 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 faculty and staff and being fully staffed throughout the academic year, GCA was able to establish smooth operations that were consistent, compliant, and properly functioned each day. GCA’s team was able to direct their focus on student outcomes and there were no substantive differences in planned versus actual implementation of actions. Partners provided a rich slate of interdisciplinary, science-centered and civically-minded learning experiences and many of the goal baselines show success—like students feeling connected to school and nature.

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

Learning from year 1 and pandemic protocols, GCA had the opportunity to staff up with internal hires needed to cover unexpected leaves and daily mentorship. GCA also continued with the additional janitorial and campus support to maintain with 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 curriculum. Funds for professional development, after school education and safety, and consultants were utilized to support community outreach and engagement directly impacting learners at the site.

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

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

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

None at this time

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.	Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.
\$1,185,430	\$149,486

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage Carryover — Dollar		Total Percentage to Increase or Improve Services for the Coming School Year
Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).	Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).	Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).	Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).
39.56 %	0.00 %	\$ 0	39.56%

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

Required Descriptions

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

Goal 1: Improved Student Achievement

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

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

Goal 2: School Culture/Climate

GCA intends to serve students who have struggled academically and have been historically underserved and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, and foster youth would benefit especially from an instructional approach that combines informed best practices with individualized attention through a schoolwide mentoring program. GCA will implement a thoughtful and innovative approach to meeting the academic and ancillary needs of many of these students, primarily in the social-emotional area, will result in not only increased levels of academic achievement but healthier and happy children who are better prepared as individuals to be a part of a healthier society. GCA faculty and staff are determined to create a learning and growing environment that will help students develop into poised, confident, and articulate leaders who will use their education and life experiences to create positive change in their own lives, in their communities, and in the world. In order to address this condition of low-income students and English learners, GCA will provide outdoor education and service learning opportunities to all students (Action 2.a), utilize an integrated, proactive strategy to engage families throughout many aspects of the school (Action 2.b., Action 2.f.), reimagine advisory to improve student health, connection to community and increase MTSS social emotional support (Action 2.e.). GCA will also provide a robust afterschool program to increase student engagement and sense of connectedness (Action 2.c). The utilization of mentors for both social-emotional and academic supports will also boost engagement with school (Action 2.d.). With these actions being provided, the school expects that any GCA

student who struggles with attendance and engagement will benefit. However, because of the significantly higher chronic absenteeism rates of low-income students and English learners at GCA and in the district, GCA has designed the actions to meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status and the needs most associated with the stresses of being an English learner. GCA expects that the attendance rate for our low-income students will increase significantly more than the average attendance rate in area schools.

Goal 3: Environmental Literacy, Dispositions and Stewardship Outcomes

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

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

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

- collecting, disaggregating and visualizing data to monitor equity and access
- sharing data and collaborating with stakeholders, including teachers, staff, families
- synthesizing and prioritizing
- implementing refinements and monitoring implementation metrics

- reflecting on the effectiveness of our actions and repeating the cycle

This cycle will be enacted as we implement our teacher development system, improve the MTSS, provide targeted professional development and program improvement for ELD and Special Education, and implement GCA’s literacy, science and math initiatives. Feedback from families, staff and students will be part of every LCAP action to help us adjust school plans. Services will be increased through the creation of new positions, including additions of school counselors, campus safety coordinators, behavior intervention support,, ELD coordinator, additional mentors, campus coordinator and elective teachers.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	<p>Provide the staff-to-student ratio of <u>classified staff</u> providing direct services to students with a concentration of <u>unduplicated students that is 55 percent or less</u>, as applicable to the LEA.</p> <p>The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.</p>	<p>Provide the staff-to-student ratio of <u>classified staff</u> providing direct services to students at schools with a concentration of unduplicated students that is <u>greater than 55 percent</u>, as applicable to the LEA.</p> <p>The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.</p> <p>1:15</p>

<p>Staff-to-student ratio of <u>certificated staff</u> providing direct services to students</p>	<p>Provide the staff-to-student ratio of <u>certificated staff</u> providing direct services to students at schools with a concentration of unduplicated students that is <u>55 percent or less</u>, as applicable to the LEA.</p> <p>The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.</p>	<p>Provide the staff-to-student ratio of <u>certificated staff</u> providing direct services to students at schools with a concentration of unduplicated students that is <u>greater than 55 percent</u>, as applicable to the LEA.</p> <p>The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.</p> <p>1:18</p>
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