



## Contra Costa County Office of Education

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December 3, 2024

Neil McChesney  
Coordinator of Charter School Oversight  
Contra Costa County Office of Education

Dear Mr. McChesney,

This letter supports the charter renewal petition for Golden Gate Community Charter School (GGCS) to extend its charter for another five years - from July 1, 2025, to June 30, 2030. Golden Gate Community is a 6th-12th grade public charter school serving students in Contra Costa County who have either been expelled from their home school, or through parent/guardian choice. Our students reside in communities such as Brentwood, Oakley, Pittsburg, Martinez, Antioch, and Richmond, communities served by Brentwood Union School District, Liberty Union School District, Pittsburg Unified School District, Martinez Unified School District, Mt. Diablo Unified School District and West Contra Costa Unified School District.

Golden Gate Community Charter is in its 7<sup>th</sup> year of successful operation. GGCS's students are primarily Title I students and classified as socioeconomically disadvantaged. 47% of our students are Hispanic, 32% are Black, 13% are White, and 7% are another race or not specified. Historically, about 18% of incoming students are designated English Learners (ELs). About 33% of our students have an IEP.

Currently, all high school courses offered at GGCS are A-G approved, and all students have access to a CTE Computer Science course during the school day. Students participate in Social-Emotional learning through Ori, a computer-based curriculum, and have access to support through Bridge Builders, a non-profit organization, offering social-emotional assistance to students. Students are assessed three times a year on the Star Math and ELA assessments through Renaissance, and of our long-term students 59% made gains in ELA and 62% made gains in Math, trending upwards from the previous years data.

We have established and continue to maintain a strong, collaborative, and effective partnership with CCCOE staff, the CCCBOE, and the Superintendent. CCCOE has provided technical resources, oversight, and general support over the years, always in the spirit of how to best serve students. We look forward to continuing our effective and supportive relationship with CCCOE in continuing to serve the GGCS community.

Sincerely,

Dr. Nikki Pitcher  
Director III, Student Programs- Court and Community Schools

**Golden Gate Community School  
Charter Renewal Petition  
2025-2030**

**Petitioner: Dr. Nikki Pitcher,  
Director III, Student Programs**

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## ***Introduction***

The Contra Costa County Superintendent of Schools recognizes that the traditional public school is challenged to meet the needs of the county's student population. This request for charter renewal is presented to the Contra Costa County Board of Education in compliance with California Education Code (EC) section 47607, which permits a chartering authority to grant one or more subsequent renewals, each for a period of no more than five years, to charter schools originally authorized under Education Code section 47605.5.

The Contra Costa County Superintendent is seeking a renewal of the Golden Gate Community School (GGCS) charter school under EC § 47600 et seq., as a charter school which is specifically designed to address the academic needs of students at risk of not earning a high school diploma or who have been expelled from school. GGCS is a charter school of choice for students within the geographic boundaries of Contra Costa County, California and adjacent counties. GGCS's combination of high-quality learning opportunities, rigorous learning activities, and strong interagency collaboration contribute to the efficacy of the GGCS program.

This charter renewal petition provides evidence that Golden Gate Community School has met all requirements for renewal set forth in the Charter Schools Act of 1992, EC § 47600 et seq. This petition for the Golden Gate Community School Charter, having operated successfully, is respectfully presented to the Contra Costa County Board of Education for renewal for the years 2025-2030.

### **A. Description of Vision, Mission and Educational Program**

*Governing Law: [T]he educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. (Ed. Code § 47605(c)(5)(A)(i).)*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)*

*If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. (Ed. Code § 47605.5(c)(5)(A)(iii).)*



### ***Targeted Student Populations and Community Need***

#### ***Students the charter school will try to educate and a demonstration of need for proposed educational program and the needs and challenges of the student groups to be served***

Given the reality that the traditional public school is challenged to meet the needs of a growing portion of the County's student population, the Contra Costa County Superintendent of Schools proposes to re-authorize GGCS, a charter school specifically designed to address the academic needs of students grades 6 -12 at risk of not completing high school. GGCS serves students who are at risk for reasons including, but not limited to:

- Recovered dropouts;
- Expulsion
- Referred by local district Student Attendance Review Board (SARB)
- Referred by County Office of Education SARB
- Credit deficient;
- Gaps in enrollment;
- High levels of school transiency;
- Not functioning well on a traditional campus;
- Parenting needs to work full-time and/or part-time;
- Has another barrier to attending a traditional school program.

GGCS provides challenging academic curricula and assists students in developing positive social skills. All courses taken and credits earned are transferable to the student's home district. The school's main purpose is to prepare the students to return to their home districts. GGCS also partners with the Workforce Investment Board which operate Workforce Investment Opportunity Act (WIOA) programs to serve students through the age of 24.

Each student will develop an individual learning plan (ILP). The ILP is designed to help the student and educational community focus upon the student's educational path. The student, with parent/guardian and staff support, will be able to identify goals and periodically review them. Staff, parents, and students conference quarterly to adjust the ILP as needed to ensure progress toward meeting educational goals.

Staff will develop an ILP with each student within thirty days of the student's first day of attendance in the program. The ILP will be reviewed each quarter as the student and staff work together setting goals, and later on summarizing the student's educational growth. The meeting/review dates will be noted on the ILP form. The ILP is meant to be a guide and learning tool for students. It is a reflection of the importance of the student's involvement in the learning process. We believe students must develop the habit of maintaining a focus on goals and purpose, reflecting on their progress, and adjusting their life paths. The ILP begins the development of the process. This program provides new professional opportunities for the teachers employed by the school as they adapt their instructional delivery to the unique needs of each student while delivering a unique and challenging program for our students.

***Grade levels and number of students the charter school plans to serve***

Throughout the school year, GGCS serves approximately 220 students in grades 6-12 who reside in any one of the eighteen local school districts and surrounding counties. Specifically, GGCS students are those who have not found success academically or behaviorally in the local traditional schools for any number of reasons, or those who simply choose an alternative education program.

***A clear, concise school mission and vision statement that aligns with the target population***

**GGCS Mission:** We create equity by providing a personalized learning experience utilizing rigorous, culturally relevant curriculum and restorative practices. We re-engage students in their education through building empathy and critical-thinking skills for real-world application to enhance student success and make school more useful.

**GGCS Vision:** The Golden Gate Community School envisions a future where young people are inspired to evolve and be their best selves. We see every student as a positive contributor to society, high school graduate, and a success in college, vocational training and/ or career.

***Attendance (5 CCR 11960)***

***School year/academic calendar, number of school days and instructional minutes; enrollment projections; master daily schedule and proposed bell schedule***

GGCS's academic school year consists of 180 instructional days for all students. GGCS's attendance accounting and instructional minutes comply with all requirements of Education Code sections 47612.5 and 46201(a)(3) for charter schools. School year/academic calendars, daily schedules, numbers of school days and instructional minutes for each GGCS site are set out in ***Appendices A and B***.

***What It Means to Be an Educated Person in the 21st Century; Goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners.***

The educated person in the 21st Century will demonstrate the following:

- Utilizes the 4 "C's" of collaboration, critical thinking, creativity and communication
- Works independently and cooperatively as appropriate
- Organizes tasks, skills, activities
- Creates choices in the ways s/he learns as well as how s/he learns
- Confidence in making decisions that affect positive change
- At a minimum, 10th grade reading, writing, math skills
- A plan for personal growth
- Is motivated to observe, test, and question theories
- Participates in the community
- Is capable of functioning in an ever-changing technological society
- Knows and explores passions

- Expresses themselves through artistic pursuits
- Ability to communicate what s/he knows
- Possesses a set of personal beliefs that directs one's path in life

GGCS students will be self-motivated, competent, lifelong learners who are able to develop and utilize the above skills in the classroom and apply them insightfully to the world around them.

***How Learning Best Occurs/Instructional Design, including subgroup program***

GGCS believes that a comprehensive education and access to quality educational resources are critical to establishing a love of learning and academic success. Specifically, GGCS believe learning best occurs when:

- Students receive individualized attention tailored to their individual academic needs
- Instructional activities are challenging, rigorous and aligned to the State Standards, integrated across content areas
- The curriculum is meaningful and engaging to students, connecting what is being learned with both the world outside the classroom and with students' real-life experiences
- The whole community is used as a learning environment
- Teachers, other adults and mentors in the school community role-model positive behaviors and healthy relationships
- Parents and families are actively involved in their children's learning
- The school environment fosters a positive atmosphere of respect, connection and inclusion
- The curriculum allows students access to future success, be it receiving a high school diploma, going on to higher education, pursuing a career or all of the above.

***A framework for instructional design that is aligned with the needs of the students that the charter has identified as its target student population.***

The educational program at GGCS is designed to meet each student's academic needs and to offer academic and career technical experiences in learning and practicing skills that will reconnect them to learning and improve their employability or success in a post-secondary school.

Instruction will take place in both an independent study and a classroom option. This model is designed to provide both one on one teaching and a group setting though student-tailored, standards-based, common core curriculum. The course of study is based on student needs and interests. Offering both models will allow parents and students choice in instructional models and it acknowledges that students and families have different learning needs.

Each student will have an Independent Learning Plan (ILP) designed to set goals and provide a focused educational pathway. With the assistance of parent/guardian, mentor and staff support, the student will identify goals that will be periodically reviewed. Teachers, parents/guardians, students, and mentors hold quarterly meetings to adjust the ILP as needed to ensure progress toward meeting educational goals and to

review achievement of the goals. Students work at their own level of competency as determined by initial math and reading placement assessments.

The ILP serves as a guide and learning tool for students. It is a reflection of the importance of the student's involvement in the learning process. GGCS believes students must develop self-discipline in maintaining a focus on goals and purpose, reflecting on their progress, and adjusting their life paths. The ILP is a tool in the development of this process.

### ***Guiding Structure***

Golden Gate Community School uses a curricular approach that is based upon the following concepts:

- High Expectations – setting high expectations for all students
- Self-Discipline – responsibility for one's own behavior
- Academic Studies – increasing access to academic studies that teach the essential concepts as related to real-world projects and problems
- Teachers plan and deliver integrated instruction aimed at teaching high-level academic content
- Active Student Engagement – getting every student involved in rigorous and challenging learning
- Extra Help – providing a structured system of extra help to enable students who may lack adequate preparation to complete a program of study that includes high-level academic content
- Continuous Improvement – using student assessment and program evaluation data to continuously improve the school climate, organization, management, curricula and instruction to advance student learning.

### ***Description of learning setting (e.g., site-based matriculation, independent study, tech-based)***

The Golden Gate Community School operates sites in Pittsburg, Richmond, and Brentwood (See ***Supplemental Information***). Golden Gate Community School offers both traditional independent study programming as well as classroom-based independent study programming. Traditional classroom instruction is another option at GGCS. Students may sign up for the traditional independent study program offering the opportunity for self-directed learning with weekly lessons from a teacher with both in person and virtual meeting options. Another option at Golden Gate Community School is the classroom-based independent study program. This “hybrid” model combines elements of both traditional classroom instruction and independent study. In this model, students attend class from 8:30-1:30 four days per week and 8:30-12:00 Wednesdays and are expected to engage in a daily structured courses with scheduled classes, lectures, or group instruction but also have a significant component of self-directed work allowing for individualized course selection.

Here's how the hybrid independent study program generally operates:

1. Structured Component: Students attend scheduled classes or meetings where core material is covered, and there may be collaborative projects or group discussions

2. Independent Component: Students also work independently on projects, research, or assignments that align with their personal interests or academic goals. This is usually guided by a staff member who provides feedback and academic support
3. Flexibility: The hybrid approach offers more flexibility compared to traditional courses, allowing students to manage their own time and work on topics of particular interest such as work experience, dual enrollment or other transitional services
4. Assessment: Evaluation often involves a combination of participation in the structured classes and assessment of the independent work, such as quizzes and tests, projects, or presentations.

GGCS complies with all requirements for independent study set forth in County Board Policy 6158 and Administrative Regulation 6158, all other policies and regulations of the County Board and County Superintendent governing independent study, and all legal requirements for independent study applicable to charter schools, including but not limited to the following:

1. All public school guidelines for independent study will be evident in the charter school's annual audit per Education Code section 47612.5(b).
2. GGCS will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code section 51745.6.
3. GGCS acknowledges that each independent study student will be supervised by an appropriately credentialed teacher in accordance with Education Code section 51747.5(a).
4. GGCS acknowledges that apportionment credit for independent study may be claimed only to the extent of the time value of pupil work products, or the combined time value of pupil work product and pupil participation in synchronous instruction, as personally judged in each instance by a certificated teacher per Education Code section 51747.5(b).
5. GGCS requires that a current independent study master agreement for each GGCS student participating in independent study be maintained on file, and will include, at a minimum, all of the requirements set forth in Education Code section 51747(g).

***How the charter school identifies and meets the needs of students with disabilities, ELL students, students who are achieving substantially above or below grade level expectations, and other special student populations***

#### ***Plan for Students Who are Academically Low Achieving***

To assist students in need of additional academic support and help those students accomplish their goals, GGCS offers a school calendar of 180 days for all students to receive full academic services in the area of core curriculum instruction and credit recovery, as well as curriculum and learning and behavioral interventions. Students will be given the interventions and support they need in order to thrive. GGCS will strive to use an integration approach, integrating Arts and Technology with all curriculums, allowing for a hands-on experience for the students.

### ***Curriculum Intervention***

As part of the enrollment process, students are administered a standards-based assessment to identify current reading and math level skills. Students will be assessed for grade level placement in core classes required for graduation. Those identified to have skills below grade level are assigned to an intervention curriculum as part of their academic schedule. Students will be given opportunities to participate in an online learning system for credit recovery, reading and math interventions.

### ***Learning and Behavioral Interventions***

GGCS participates in Student Success Teams (SST) to assure an individualized approach to a variety of instructional strategies, strategic intervention materials, and behavior modification techniques to provide extra assistance to students in danger of dropping out due to poor grades, attendance, and/or behavioral issues. GGCS site teams are designed to work with the student and parents/guardians to identify obstacles preventing success and provide the support needed to be successful at the school. It is anticipated that the SST will be monitored every four to six weeks and reconvened as needed,

### ***Plan for Students Who are Academically High Achieving***

The rigor of the instructional programs at GGCS reflects the goals for all students to graduate, to be prepared for the workforce, and be prepared for college, including students who are academically high achieving. To achieve those goals, GGCS provides teachers consistent and continuous professional development for the standards-based common core curriculum. Academic guidance will be provided to students who want to pursue advanced educational opportunities by taking college preparatory requirements and earning community college credit. Through online learning, students can complete courses for additional requirements for college entrance. Students can be concurrently enrolled in community college and earning credits toward high school graduation. The GGCS staff, students, and parents will develop these goals as part of the student's ILP.

### ***Plan for English Learners-Equal Opportunity for Success***

GGCS is committed to high levels of academic success for all students, including English Learners (EL). GGCS meets all applicable legal requirements for EL students including, but not limited to, annual notification to parents/guardians; student identification, placement, program options, and EL and core content instruction which are research-based; teacher qualifications and training; reclassification criteria and process to reclassify qualified students to fluent English proficient status; monitoring and evaluating program effectiveness; and standardized testing requirements. GGCS implements policies to assure proper placement, evaluation, and communication regarding EL and the rights of EL students and parents/guardians.

GGCS serves an EL population reflective of the student population in Contra Costa County. GGCS emphasizes continual improvement dedicated to strengthening and expanding EL strategies. To ensure GGCS has qualified staff to serve EL students, GGCS recruits staff with the proper training and success

with EL students including a Cross-cultural, Language, and Academic Development (CLAD) or Bilingual Cross-cultural Language in Academic Development (BCLAD) certificate, Specially Designed Academic Instruction in English (SDAIE) training or other appropriate specialized training. GGCS provides ongoing training opportunities for staff in EL strategies.

Golden Gate Community School complies with all applicable state and federal laws related to the education of EL students. GGCS has developed, and implements, and maintains policies and procedures for the provision of services to EL students including identification, assessment, and assignment to appropriate academic and English Language Development (ELD) courses.

### ***Home Language Survey***

At the initial enrollment conference, the Home Language Survey is administered for students enrolling in a California public school for the first time. If a home language survey has been previously completed, it will be reviewed. This process is used to identify EL students and their proficiency levels. A records search will be completed to find the most current data for each student during the intake process.

### ***Goals of EL Plan***

The goals of the EL plan are to provide EL students:

- Equal access to curriculum and instructional materials at the appropriate level of their acquired English.
- Standards-based English Language Development curriculum
- Qualified teachers who can equip EL students in the effective acquisition of English proficiency in content standards
- Culturally relevant curriculum to foster a positive self-image and to promote cross-cultural understanding
- Opportunity for EL students to receive support from EL certified teachers
- Development of their English language ability through the use of state-adopted materials.

The needs of English Learners will be met through the following actions to help them achieve their goals:

- Progress monitoring through assessment of growth in attaining English proficiency
- Assignment to a daily assignment schedule including ELD based on proficiency level
- Placement in courses with highly qualified teachers authorized to teach EL students
- Assignment to core classes using ELD techniques and intervention courses for reading and/or math based on appropriate instructional setting
- Content teachers engaging students in structured academic talk; systematic, explicit, intensive, differentiated reading instruction; and development of literacy skills along with oral proficiency and literacy in English
- Teacher use of scaffolding content and structured, collaborative activities throughout instruction.
- ILPs with specific goals identified for increased English literacy skills that are reviewed after 90 days, and revised as needed
- Staff collaboration regarding best practices in working with ELL students

- Primary language support provided by teachers and bilingual instructional assistants
- Encouraged participation of parents in English Language Advisory Council (ELAC) and outreach activities with communication in the parent/guardian home language.

Providing EL students with full access to a rigorous curriculum is accomplished through a variety of strategies, guided by research-based principles for teaching EL students. The following summarizes some of those principles and strategies

- Use of nonverbal cues, using graphic organizers, hands-on learning, and cooperative/peer tutoring
- Use of cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions
- Use of higher order thinking questions, modeling thinking language by utilizing “think alouds”, explicit teaching, test and study skills, and high expectations
- Use of the native language to increase comprehensibility
- Total Physical Response (TPR)
- Language Experience (Dictated Stories)
- Scaffolding and activating prior knowledge
- Use of realia and manipulatives
- Project Based Instruction

***Special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC Section 47641***

GGCS complies with all federal and state law concerning students with disabilities, as well as all applicable County Board policies and regulations and County Superintendent policies related to special education, and all policies of the Contra Costa Special Education Local Plan Area (SELPA).

### ***Identifying and Meeting the Needs of Students with Disabilities***

GGCS identifies, locates, and assesses all students aged birth through 21 (where corresponding to grade levels GGCS serves), in need of special education and related services residing in its jurisdiction, including: (a) students in private, including religious, schools; (b) highly mobile individuals with exceptional needs, such as students who are migrant or homeless; (c) students who are advancing from grade to grade even though they are suspected of being an individual with exceptional needs and in need of special education and related services; (d) and students who are wards of the state.

GGCS uses the Coordination of Services Team (COST) and the Student Study Team (SST) to apply Multi-Tiered Systems of Support (MTSS) to determine appropriate interventions for students demonstrating low performance or other difficulties. Through this process, parents/guardians, teachers, key school personnel, or other interested persons systematically review and make suggestions about student performance and progress related to:

- Academics
- Social/Emotional Functioning



- Health
- Behavior

Objective and complete data (e.g., work samples, record reviews, standardized test scores, and health history) is collected during an initial SST referral to ensure appropriate recommendations for each student are made. At all SST meetings, members are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of the proposed strategies. The SST documents the meetings and attempts to modify the general education program in the student information system, Aeries. In some cases, sufficient progress is noted at the follow-up meeting and more restrictive interventions are not warranted. If progress is not noted, the SST may refer the student to more intensive research-based curricular strategies or for special education assessments.

Through these systems of support, some students will be referred for possible special education services. Students are referred for assessment when their needs cannot be met through accommodations and modifications within the general education setting or other reasons to suspect a student may have a disability. A formal request from a parent/guardian to assess a child for special education may supersede the SST process in some instances. A formal Assessment Plan will be generated within 15 calendar days following the receipt of a written request to begin the initial special education assessment process.

GGCS serves foster youth, homeless youth, justice involved youth, and other historically underserved or highly mobile student populations that have faced barriers in their educational journeys. Many of these youths have gaps in their educational history and limited school records. GGCS COST and SST processes will exercise care to ensure these student subgroups are appropriately referred for and identified for special education services. GGCS works in collaboration with community agencies and CCCOE staff supporting foster youth, homeless youth, justice involved youth, and other historically underserved communities or highly mobile student populations with disabilities to identify and serve them in accord with state and federal mandates.

### ***Initial Special Education Assessments***

A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized (EC § 56303). The California Code of Regulations (CCR) specifies what must be contained in the assessment of individuals with exceptional needs and these requirements must be followed for an initial referral and reevaluation assessment for special education program services.

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, GGCS will generate a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all areas of suspected areas of disability; coordinate qualified personnel to provide the required testing; distribute written assessment reports to the parent/guardian prior to the IEP meeting; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP paperwork to appropriate personnel.

Timelines for referral for special education evaluations are as follows (EC § 56043):

a) A proposed assessment plan shall be developed within 15 calendar days of referral for assessment, not counting calendar days between the pupil's regular school sessions or terms or calendar days of school vacation in excess of five schooldays, from the date of receipt of the referral, unless the parent or guardian agrees in writing to an extension, pursuant to subdivision (a) of EC § 56321.

b) A parent or guardian shall have at least 15 calendar days from the receipt of the proposed assessment plan to arrive at a decision, pursuant to subdivision (c) of EC § 56321.

c) Once a student has been referred for an initial assessment to determine whether the student is an individual with exceptional needs and to determine the educational needs of the student, these determinations shall be made, and an individualized education program team meeting shall occur within 60 days of receiving parental consent for the assessment, pursuant to subdivision (a) of EC § 56302.1, except as specified in subdivision (b) of that section, and pursuant to EC § 56344.

### ***Triennial Special Education Re-Evaluation***

At least once every three years, a student shall be reassessed to determine his/her continued eligibility to receive special education services, unless the parent/guardian/adult student agree that re-evaluation is not necessary. The purpose of the triennial re-evaluation is to determine a continuing need for special education, most appropriate interventions, least restrictive environment, the extent of the handicapping conditions and the extent of the student's processing deficits. Before completing a triennial re-evaluation, the assessment team will meet to review previous evaluations and review the functioning in present placement. When developing an Assessment Plan all of the areas of the suspected disability will be considered. This may include assessment by the psychologist (intellectual, affective, sensory motor functioning), the special educator (administer one standardized test such as the Woodcock Johnson Test of Achievement IV and other informational measures such as a student portfolio, and curriculum-based measurement). The team will include assessment by the related service professionals as appropriate.

Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, a Section 504 Accommodation Plan will be considered, and if offered and accepted, developed at the IEP Team meeting.

### ***Identification of Special Education Services for English Learners***

Before an English Learner is referred for special education, their level of English proficiency will be determined to ensure their lack of acquisition of language skills is not the reason for lower academic performance. Student performance on the state assessment for English proficiency known as the English Language Proficiency Assessments for California (ELPAC) will be used in conjunction with other data about a student's language history and language use at school, at home, and in the community. This information will be used to determine the language of the assessment when a formal referral to special education is made. Assessments will be provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer as required by Section 1414(b)(3)(A)(ii) of Title 20 of the United States Code.

The student's home language will be documented on the IEP. Interpreters will be present during IEP meetings when needed. All written documents (e.g., assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) will be translated and provided in the native language of the parent/guardian and/or student. When developing IEPs for English Learners, the IEP team notes if the eligible student is an English Learner and how their English Language Development (ELD) services will be delivered. All goals and objectives for English Learners are linguistically appropriate and noted as such in the IEP. The IEP also documents appropriate disability related accommodations for standardized tests of English proficiency such as the ELPAC. Special education personnel who assess and deliver services outlined on the student's IEP have the necessary credentials and qualifications to serve English Learners.

### ***Nondiscriminatory Assessment***

For all initial, triennial, and independent evaluations, students are assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory. Assessment materials must be provided, and the test administered, in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. No single procedure can be the sole criterion for determining eligibility and developing a Free Appropriate Public Education (FAPE) for your child. (20 USC sections 1414[b][1]–[3], 1412[a][6][B]; 34 CFR Section 300.304; EC sections 56001[j] and 56320)

### ***Prior Written Notice***

Prior written notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of a child with special needs or the provision of a FAPE. (20 USC sections 1415[b][3] and (4), 1415[c][1], and 1414[b][1]; 34 CFR Section 300.503; EC sections 56329 and 56506[a]) The school district must inform you about proposed evaluations of a child in a written notice or an assessment plan within 15 days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. (34 CFR Section 300.304; EC Section 56321)

The prior written notice must include the following: 1. A description of the actions proposed or refused by school district 2. An explanation of why the action was proposed or refused 3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused 4. A statement that parents of a child with a disability have protection under the procedural safeguards 5. Sources for parents to contact to obtain assistance in understanding the provisions of this part 6. A description of other options that the IEP team considered and the reasons those options were rejected; and 7. A description of any other factors relevant to the action proposed or refused. (20 USC sections 1415[b][3] and [4], 1415[c][1], and 1414[b][1]; 34 CFR Section 300.503)

### ***Enrollment and IEP Development for Students with Disabilities***

For students with an identified disability referred to GGCS by a local education agency (LEA) or those that are currently enrolled but would like to consider other programs, GGCS adheres to the legal mandates outlined in Individuals with Disabilities Education Act (IDEA) in implementing regulations.

When a student with an active IEP transfer to GGCS the student and/or parents complete an enrollment packet and complete and attend an orientation meeting. If the student was receiving special education services at his/her last district, records will be requested. Students are enrolled in school immediately and as soon as records are received an interim placement is completed. The team will hold an IEP within 30 days of enrollment to revise the IEP as needed.

The IEP team is composed of the parent/guardian (and/or their requested representative[s]), a general education teacher, a special education teacher, and a LEA Representative or designee. When needed the IEP team also includes an individual to interpret assessments, related service providers, and the student. Interpreters are present at IEP meetings for students and families who do not speak English. Based upon areas of need, goals, objectives, and frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California Grade Level Standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents/guardians as frequently as their general education counterparts.

The resident district LEA representative may consult with an administrative representative from GGCS and schedule a transitional IEP meeting when needed. During the transitional IEP placement and services will be discussed and a complete annual/transitional IEP will be written to address the student's needs and services that will occur within the GGCS program.

Upon enrollment, the special education staff contact the student and parent/guardian to review the student's current IEP and discuss course assignment. As needed, an additional meeting for staff, parent/guardian, and the student will be arranged to develop a new IEP with appropriate goals and access to services at the GGCS program. The needs of special education students will be met through:

- Progress monitoring through assessment of progress in meeting student's IEP goals.
- Placement in appropriate courses with highly qualified teachers credentialed to instruct special education students.
- Assignment to core classes and intervention programs for reading and/or math based on the appropriate instructional setting.
- Special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core curriculum.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.
- Staff collaboration regarding best practices for working with special education students.
- Encouraged participation of parents/guardians in outreach activities.
- Collaboration between GGCS and CCCOE Special Education Division to provide appropriate special education services and training.
- Convening of IEP meetings to amend the IEP as needed to address changing student needs.

### ***Staffing, Curriculum, Service Provisions, and Student Accountability***

All special education services are provided by highly qualified staff. GGCS employs or contracts with staff to provide related services, including mental health services, and maintains appropriate documentation of the qualifications of service providers. GGCS maintains lists of individuals assigned to provide related services on behalf of GGCS, including the name, title, types of services, certifications, licenses, or other comparable requirements. These qualified staff have met federal and state certification, licensing, registration, or other comparable requirements which apply to the area where they are providing special education or related services.

Special education services will supplement general education and will not supplant other sources of federal, state, and local funds apportioned to GGCS. Identified special education students are provided with accommodations and modifications to allow access to the same core curriculum as their general education counterparts and as outlined on their IEPs. All identified special education students are expected to participate in any state graduation exit exams and/or required state performance assessment. If parents/guardians of special education students waive their student's participation in standardized testing, students complete alternative norm referenced assessments to measure their annual progress.

All services, supplementary materials, or assistive technology required to access core curriculum are provided at no cost to the identified special education student. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program.

GGCS offers a full continuum of program and service options for students with disabilities. Special Education services and related requirements include, but are not limited to, the following:

- Identification and Evaluation
- Individual Education Program (IEP) Development and Review
- Specialized Academic Instruction
- Educationally Related Mental Health Services (ERMHS)
- Other Related Services
- Workability Programs
- Staff Training and Professional Development
- Monitoring and Compliance
- Complaint Processes

### ***School Discipline and Related Placement Procedures for Students with Disabilities***

Students with disabilities will be disciplined in accordance with this Charter and the Parent/Student Handbook, except that students with disabilities will be afforded the protections in federal law against an unlawful change in placement. No identified special education or Section 504 student will be suspended for more than ten (10) school days per calendar year without a Manifestation Determination meeting to determine if his/her misconduct is a manifestation of his/her disability.

Students with disabilities may be suspended or placed in other alternative interim settings or other settings to the same extent these options would be used for students without disabilities. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a student with a disability who violates a code of student conduct.

A manifestation determination IEP amendment meeting will be called to determine the need for a change of placement from the current setting when (1) the administrator has decided to suspend the student for ten or more cumulative days, and/or (2) removal of the student for more than ten consecutive days has been considered. This IEP meeting must take place immediately, if possible, or within ten days of the school district's decision to take this type of disciplinary action. (20 USC § 1415(k)) Except by your consent or court order, a student cannot be suspended for more than 10 consecutive days. If the district obtains consent for a suspension, longer than 10 days, it must continue to provide special education and services (20 USC § 1415(k)(3)(B)(i); 34 CFR § 300.530; 30 EC § 48915.5; *Honig vs. Doe*).

Parents/guardians will be invited to participate as a member of the IEP Team during manifestation determinations. The school must provide a written notice of the required action. During the meeting, the team members will discuss the alleged misconduct and the student's relevant disciplinary history, current IEP, educational placement, behavior supports, attendance and health records, and assessment reports on file. They will also consider teacher observations, relevant information provided by the parent/guardian, and other relevant unique circumstances to be considered. From this discussion, the team will make manifestation determination review findings and make recommendations. The options are to either not continue with the discipline process and consider possible changes to the student's current IEP or continue with the discipline processes applicable to nondisabled students.

After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the student to continue to participate in the general education curriculum and progress toward meeting the goals set out in the student's IEP. Also, a student will receive, as appropriate, a functional behavioral assessment and behavioral interventions which are designed to address the behavior violation so that it does not recur.

Under federal law, a school district may place a student in an appropriate interim alternative placement for up to forty-five (45) days under certain circumstances. Those circumstances are when the student has carried a weapon or has knowingly possessed or used illegal drugs or sold or solicited sale of controlled substances at school or a school function or committed serious bodily injury. (20 USC § 1415(k)) Alternative educational settings must allow the student to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP (34 CFR § 300.530; EC § 48915.5(b)).

If there is disagreement with the IEP Team's decision, the parent/guardian/adult student may request an expedited due process hearing from the California Department of Education's Special Education Hearing Office, which must occur within twenty (20) school days of the date on which the hearing was requested (20 USC § 1415(k)(2); 34 CFR § 300.531(c)). If parent/guardian/adult student requests a hearing or an appeal regarding disciplinary action or manifestation determination, the student will stay in the interim

alternative setting unless the maximum of 45 days is reached, another time frame is established by a hearing officer, or the parents and LEA agree to another placement (34 CFR § 300.533).

### ***Behavior Emergency Reports***

Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance from the school site administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include:

- Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures.
- An amount of force that exceeds that which is reasonable and necessary under the circumstances.

To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one school day if an emergency intervention is used or serious property damage occurs. A behavioral emergency report shall immediately be completed and maintained in the file of the individual with exceptional needs and submitted to GGCS administration and CCCOE Special Education Director. The behavioral emergency report shall include all of the following:

1. The name and age of the individual with exceptional needs.
2. The setting and location of the incident.
3. The name of the staff or other people involved.
4. A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.
5. Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.

All behavioral emergency reports shall be completed on the CCCOE Behavioral Emergency Report and immediately be forwarded to, and reviewed by, a designated responsible administrator. If a behavioral emergency report is written regarding an individual with exceptional needs who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an individualized education program (IEP) team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a behavioral emergency report is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

### ***Maintenance of Special Education Records***

GGCS shall verify that CCCOE Special Education Division maintains special education files, use appropriate forms/software, and file reports as necessary to maintain legal compliance. GGCS uses SEIS to maintain special education records and comply with CALPADS reporting. GGCS uses the Contra Costa SELPA IEP forms. The following records will be maintained by GGCS for three (3) years:

- Student Registration Form, running record of entry and exit dates
- Psycho-Educational Reports and other assessment documentation
- Behavior Intervention Plans
- Initial Referral for Special Education, if referred by the County (including date of referral, date of SST meeting, date assessment completed, and date of review by 504 or IEP team)
- Referral for evaluation prior to significant change in placement as appropriate (including date of referral, date assessment completed, and date of review by 504 or IEP team)
- Testing Information (protocols)
- IEP(s) (including entering IEP and any GGCS developed IEP)
- 504 Plan(s) (including entering Plan and any GGCS Plan)
- Interim Placement (including the date of any interim placement, participants in the interim placement decision, and a description of the interim placement)
- Request for Records (including date of each initial and follow-up request, and date of receipt)
- Date incoming student identified as disabled by the County Office
- Date site notified County Office and site special education staff that incoming student identified as disabled
- Date(s) student file is transferred between sites and/or between the site and the County Office
- Special education and related service logs

### ***Parent/Guardian Procedural Safeguards, Concerns, and Complaints***

Parent/guardian concerns regarding special education services shall be directed to GGCS. GGCS shall address the parent/guardian concerns. GGCS will address, respond to, investigate, and take any and all necessary action to respond and attend to all complaints involving special education and IDEA compliance.

Parents are provided with a written copy of their procedural safeguards (Procedural Safeguards) prior to an initial special education assessment and at least annually for students with IEPs. Procedural Safeguards describe the rights of parents in the complaint process including due process proceedings.

Parents/guardians may request a due process hearing regarding:



- The identification of a student for special education eligibility.
- The assessment of a student.
- The educational placement of a student.
- The provision of a free appropriate public education (FAPE) for a student.

The request for a due process hearing must be filed within *two years* from the date parent/guardian/adult student knew or had reason to know of the facts that were the basis for the hearing request (20 USC §1415(b)(6); 34 CFR § 300.507; EC §§ 56043(r),56501 and 56505(l)) There is an exception to this timeline if the parent/guardian is prevented from requesting the hearing earlier because:

- the district misrepresented that it had resolved the problem.
- the district withheld information that should have been provided to you (H.R. 1350 § 615(f)(3)(D)).

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as a part of the costs to the parent of a student with a disability if they are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing with the agreement of the parties (20 USC § 1415(i); EC § 56507(b)). GGCS may initiate a due process hearing concerning an enrolled student as the Charter determines it legally necessary to meet GGCS's responsibilities under federal and state law.

#### ***Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA)***

GGCS will also identify and serve students with a documented learning or related disability through Section 504 Plans by adhering to the CCCOE Procedures for Section 504 Plans and the legal mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). These potential students are identified through the COST and SST processes. Parents/guardians and other individuals may also refer students for Section 504 Plans. In some cases, students who do not meet other eligibility requirements for special education, the IEP team may refer them for a possible Section 504 Plan. When a referral is received, an initial 504 Plan meeting is convened to determine if a student meets eligibility for a Section 504 Plan. If the student is determined to be eligible under Section 504, an appropriate plan will be developed to ensure that the student has access to the curriculum.

A student is considered to be a person with a disability under Section 504 if he/she is someone who:

- Has a physical or mental impairment that "substantially limits" one or more major life activity.
- Has a record of the impairment.
- Is regarded as having impairment, or a significant difficulty that is not temporary.

The written plan is maintained as a record in the student information system, Aeries. An existing 504 Plan of a student entering GGCS will be implemented at the school. A meeting will be held with appropriate staff to ensure that the 504 Plan continues to address the modifications required by the student in order to access the curriculum.

### ***Compliance with EC Section 47641***

GGCS ensures compliance with California Education Code (EC) Section 47641 with processes for identifying students with disabilities, providing appropriate special education services, collaborating with the Contra Costa Special Education Local Plan Area (SELPA), and clearly outlining how the school will be considered a "local educational agency" (LEA) for the purpose of accessing federal and state special education funds, including identification and evaluation, IEP development, service delivery, staff training and professional development, and monitoring and accountability.

Federal law and regulation prohibit any public school, including public charter schools such as GGCS, from denying admission to any student on the basis of a disability, or the nature of or extent of a disability. More specifically, a student with disabilities must be afforded the opportunity to participate in a charter school (Title 34, *Code of Federal Regulations* [34 *CFR*] Section 104.4[b][1][i]; Section 504, Vocational Rehabilitation Act; Title II, Americans with Disabilities Act of 1990; California *Government Code* Section 11135; California *Education Code* [EC] Section 220). Further, EC Section 47605[d][1] states a charter school "shall not discriminate against a pupil on the basis of the characteristics listed in [EC] Section 220 [including disability]." "A charter school shall admit all pupils who wish to attend the [charter] school" (EC Section 47605[d][2][A]) except as provided by those provisions related to a public random drawing. Despite the existence or lack of a program for a student with disabilities at a charter school, enrollment may not be denied (34 *CFR* Section 104.4[b][3]; EC Section 47646[a]).

Students with disabilities who attend GGCS and their families retain all the rights and protections that Part B of the Individuals with Disabilities Education Act (IDEA) provides, just as they would if the students were enrolled in traditional California public schools (34 *CFR* Section 300.209[a]).

GGCS is solely responsible for implementing all state and federal special education requirements and for complying with all applicable laws and regulations pertaining to students with disabilities. Golden Gate Community School shall assure that a Free Appropriate Public Education (FAPE) is provided for all children with disabilities attending GGCS in accordance with the Individuals with Disabilities Education Act (IDEA) 20 U.S.C. Section 1400 et seq., and implementing regulations.

Students with disabilities enrolled in GGCS will receive services in the same manner and to the same extent as traditional schools (34 *CFR* Section 300.209[b][1][i]).

### ***Description Requirements for Charter Schools Serving High School Students***

#### ***How parents will be informed about the transferability of courses to other public high schools.***

GGCS will inform students and parents/guardians about the transferability of courses to other public high schools by reviewing this information in the intake meetings and providing the information in our Parent/Student Handbook. GGCS will continue to offer A-G courses, which meet college entrance requirements. A list of all A-G courses will be provided during intake and in the Parent/Student Handbook.

***How parents will be informed about the eligibility of courses to meet college entrance requirements.***

Parents are informed about the eligibility of Golden Gate Community Schools (GGCS) courses to meet college entrance requirements through the Parent/Student Handbook, and through information given at parent meetings. The Handbook provides details on how GGCS courses, aligned with the UC/CSU "A-G" requirements, can be considered to meet college entrance qualifications. Additionally, since GGCS courses are all in the A-G Portal, parents can rest assured that the courses may also be transferable to other public high schools, further supporting their eligibility for college pathways.

***How each student will receive information on how to complete and submit the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application at least once before the student enters grade 12.***

CCCOE staff provide information on how to complete and submit the Free Application for Federal Student Aid (FAFSA) and California Dream Act Application to each student at least once before they enter the 12th grade.

## **B. Measurable Pupil Outcomes**

*Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. (Ed. Code, § 47605(c)(5)(B).)*

### ***Measurable Student Outcomes***

GGCS' educational outcomes align with our Local Control and Accountability Plan (LCAP) Eight State Priorities as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii). A copy of the GGCS 2024-2025 LCAP is included at **Appendix C**.

GGCS has four overarching annual goals that focus on the eight state priority areas. These goals are:

1. Execute equitable, high quality instructional programs and provide educational options to ensure every student graduates college and career ready. (Priorities 1, 2, 4, 7, 8)
2. Establish safe, secure, inclusive, and inviting learning environments that foster student attendance and connection to their schools. (Priorities 5, 6)

3. Fully implement a tiered integrated social-emotional program to support the well-being of all students by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships. (Priority 6)
4. Involve parents/guardians, families, and community partners through education, communication, and collaboration to foster student success. (Priority 3)

Each of the above goals addresses the unique needs of all students attending GGCS, including all numerically significant pupil subgroups, and are designed to ensure that all students, including those in numerically significant subgroups, are making satisfactory progress and are provided with necessary supports.

### ***Additional School Priorities Related to Charter School Program***

GGCS has been determined to have Dashboard Alternative School Status (“DASS”). As a DASS charter school, the charter renewal process is modified pursuant to Education Code 47607(c)(7):

*“[...]In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used[...].”*

The following are the Alternative Metrics and Specific Annual Actions for Golden Gate Community School:

1. Student academic progress in ELA and Math as measured by STAR Renaissance assessments, which are research-based, highly rated screening and progress monitoring tools to help educators identify and prioritize need, drive instruction, set realistic goals, and track progress throughout the year. These assessments are given three times during the school year.
2. Student post-secondary education and/or employment that is continually monitored and tracked by a GGCS Transition Specialist.
3. Student engagement in Work Experience programming that is continually monitored and tracked by a GGCS Transition Specialist.
4. Student access to and enrollment in UC A-G courses that are continually monitored and tracked by administration. All GGCS courses are A-G approved as of the 2023-24 academic year.

As a Dashboard Alternative School Status (DASS) charter school, Golden Gate Community School (GGCS) recognizes that the California Dashboard does not fully capture its unique story. Therefore, GGCS uses alternative metrics to measure success, including student academic progress in ELA and Math through STAR Renaissance assessments, post-secondary education and employment outcomes, engagement in Work Experience programs, and access to UC A-G courses. In conjunction with the goals from the LCAP and the aligned School Site Plan goals, this comprehensive approach ensures a more accurate representation of student achievement and aligns with the school's commitment to individualized education and continuous improvement.

### ***Specific Annual Actions Designed to Achieve the Stated Annual Goals***

A comprehensive assessment system will focus on student performance as the key component to demonstrate student success and competency using multiple assessment measures. GGCS will administer the mandated state assessments as an independent entity and meet any required state performance standards developed. GGCS will use statewide performance standards as required by Education Code Sections 60602, *et seq.* GGCS will conduct an annual evaluation of student academic performance to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools, both within the county and across the state.

*To ensure meeting Goal Number 1, GGCS will:*

- Fully train staff and implement California State Board of Education Common Core adopted standards- aligned instructional materials in English Language Arts (ELA), English Language Development (ELD), Mathematics, History-Social Science, and NGSS Science along with targeted interventions.
- Provide at least one viable CTE pathway that is accessible to all students.
- Increase the dual enrollment options with neighboring community colleges, increase the concurrent enrollment options currently offered.
- Provide daily designated English Language Development instruction.
- Evaluate student progress in ELA and mathematics with STAR Renaissance tests (three times a year), using results to target specific areas needing additional instruction.

*To ensure meeting Goal Number 2, GGCS will:*

- Strategically work to decrease the chronic absenteeism rate and increase the attendance rate by cultivating a culture of positive attendance with all stakeholders, the early identification of any student who is at risk for becoming a chronic absentee, creating an “Attendance” Multi-Tiered System of Support (MTSS), cultivating a positive school climate and fostering positive relationships with students and families.
- Intentionally promote diversity and inclusion by holding monthly schoolwide heritage celebrations and involving students in the planning process.
- Utilize PBIS and MTSS framework to create and implement robust and well communicated Tier 1, Tier 2 and Tier 3 behavior Specific, Measurable, Achievable, Relevant, Timely (SMART) goals with methods of accountability.
- Regularly hold student celebrations to honor students who have made the honor roll, have perfect attendance or improved attendance, made gains on state and local assessments or have been reclassified as English Proficient.

*To ensure meeting Goal Number 3, GGCS will:*

- Utilize a social-emotional curriculum to help students develop strong, healthy relationships.
- Provide individual and/or family counseling, mentoring and case management services.
- Create a Tier 2 and Tier 3 SEL MTSS SMART goal with method of accountability to support students, staff and families.
- Refer students to COST (Coordination of Services Team). COST will manage and monitor individual student interventions through a multidisciplinary lens.

To ensure meeting Goal Number 4, GGCS will:

- Contract for on demand translation services via phone, computer, document translation and staff stipends.
- Build more collaborative partnerships with outside organizations to assist with:
  - o Work based learning
  - o Internships
  - o Academic enrichment activities
  - o Tutoring
  - o Behavior support
  - o Health and social services
  - o Family and community engagement
  - o Financial literacy
- Share school information in a timely manner in both English and Spanish.
- Create more opportunities for parents/guardians to visit the school.
- Send home a weekly parent/guardian newsletter.

### ***Schoolwide Data Highlights***

*Student enrollment in at least 1 A-G Approved Course:*

<b>Baseline 2021-22 Data</b>	<b>2022-23</b>	<b>2023-24</b>
100%	100%	100%

*Longitudinal 3-year student growth in Renaissance ELA and Math assessments:*

<b>ELA</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<i># Pre-Post Tested</i>	60	81	58
<i>Long Term Students that made growth</i>	45%	58%	59%

<b>Math</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<i># Pre-Post Tested</i>	61	83	60
<i>Long Term Students that made growth</i>	57%	66%	62%

*Increase parental participation in programs for low income, English learner and foster youth pupils as well as students with disabilities to 90% as measured by records of participation:*

<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Year 3 Outcome</b>
72% of families participated	96% of families participated	98% of families participated	100% of families participated

*Every pupil in the school has sufficient access to standards-aligned instructional materials as measured through annual yearly audit:*

<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Year 3 Outcome</b>
100%	100%	100%	100%

*Maintain a zero percent pupil expulsion rate:*

<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Year 3 Outcome</b>
0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate

*Suspension Rate:*

<b>Baseline 2022 Dashboard</b>	<b>2023 Dashboard</b>
7.1%	2%

***Schoolwide Student Performance Goals, Including Projected Attendance Levels, Dropout Percentage, and Graduation Rate Goals***

*Attendance Rates:*

<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
68% (157 students)	68% (177 students)	65% (189 students)

*Chronic Absenteeism Rate:*

<b>Baseline 2022-23 Dashboard</b>	<b>2023-24 Dashboard</b>
66.7%	57.7%

*Dropout Rate:*

<b>Baseline 2022-23 CALPADS/DataQuest</b>	<b>Target for Year 3 Outcome</b>
0% Middle School Dropout	Maintain 0%
45% High School Dropout	30%

*Increase the high school graduation rate to 95%:*

<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Year 3 Outcome</b>	<b>Desired Outcome 2023-24</b>
53.4%	89.4% (19-20)	77.8% (21-22)	84% (22-23)	95% of all eligible seniors will graduate

## **C. Student Progress Measurement**

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way the information is reported on a school accountability report card. (Ed. Code, § 47605(c)(5)(C).)*

### ***Assessment Tools for Accountability (State and Federal Requirements)***

Golden Gate Community School complies with all required state and federal assessments for accountability purposes. These include:

- The California Assessment of Student Performance and Progress (CAASPP), California Science Test (CAST), and California Alternative Assessments (CAA) when applicable.
- Other state-mandated assessments, such as the English Language Proficiency Assessment for California (ELPAC) for English Learners and the Physical Fitness Test (PFT).
- All assessments are administered in accordance with Education Code Section 60605, and staff responsible for these assessments receive appropriate training.

### ***Chosen Assessments for Measuring Standards and Skills***

Golden Gate Community Schools use a range of assessment tools that are aligned with the standards and skills the school seeks to measure. These include:

- Renaissance STAR Reading and STAR Math assessments to evaluate student needs in reading and math.
- Additional assessments, both formative and summative, and based in the curriculum, are used to track progress toward grade-level standards and beyond, including universal screenings, diagnostic assessments, progress monitoring, interim assessments, and common assessments.
- These assessments help inform the development of Individualized Learning Plans (ILPs) for each student, aligning instruction with California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), the History-Social Science Framework, and English Language Development Standards (ELD).

### ***Plan for Collecting, Analyzing, Using, and Reporting Performance Data***

Golden Gate Community Schools have a comprehensive plan for data collection, analysis, use, and reporting:

- **Data Collection and Analysis:** Regular Collaboration meetings allow school site teams to analyze data from a variety of sources, including STAR assessments, summative state assessments, attendance records, teacher observations, and student self-assessments. This cyclical process helps monitor student progress and adjust instructional strategies.



- **Data Usage:** Collected data is used to individualize instruction through ILPs, which are created and refined in collaboration with students, caregivers, and teachers. This ensures continuous improvement in instructional practices.
  - **Reporting and Communication:** Student performance data is regularly communicated to staff and shared with parents and guardians through Title I Parent Meetings, School Site Council (SSC) meetings, community meetings, and reviews of the Local Control and Accountability Plan (LCAP). The school emphasizes transparency and collaboration with all stakeholders to support student success.
- MTSS:** Data will be reviewed and analyzed by staff at our regular MTSS meetings, including attendance reporting, behavior reporting, and surveys. Action items will be created to improve services to students.

## **D. Governance Structure**

*Governing Law: The governance structure of the charter school, including but not limited to the process to be followed by the charter school to ensure parental involvement. (Ed. Code, § 47605(c)(5)(D).)*

GGCS is a dependent public charter school authorized by the County Board of Education and administered by the County Superintendent of Schools. GGCS complies with all of the provisions of Education Code section 47605 (c)(5)(D). The County Superintendent of Schools as an elected representative governs and operates GGCS as a program of the Contra Costa County Office of Education. GGCS will be and remain a viable enterprise in its course of operation.

GGCS complies with all County Board of Education Policies and Administrative Regulations and County Superintendent Policies, except those as may from time to time be described by the County Superintendent as not being applicable.

GGCS complies with all applicable procedures of the Ralph M. Brown Act (Gov. Code §54950 et seq.), and the California Public Records Act (Gov. Code, § 7920.000 et seq.). This includes posting the agendas of meetings, including Advisory Committee agendas, in advance of meetings and maintaining records of documents and discussions at the meetings that may subject to public records requests.

The County Superintendent of Schools as an elected representative has sole authority for all aspects of GGCS's operation and education programs related to curriculum, enrichment and extracurricular educational activities, student evaluation, personnel, professional development, budget and finance, facilities and maintenance, admissions, scheduling, community relations, classroom usage, use of the school sites, safety, discipline, proposals for charter revision and renewal, dispute resolution, and interactions with the County Board of Education, as authorizer. The County Board of Education will approve the GGCS budget, as it does for the County Office of Education's other programs.

A Principal is assigned by and supervised by the CCCOE. The day-to-day operations of all GGCS sites are the responsibility of the Principal, who:

- Provides instructional leadership;
- Makes recommendations for the hiring of staff;
- Evaluates staff;
- Enlists parent/guardian and staff involvement;
- Administers and oversees student activities;
- Monitors the implementation of curriculum;
- Implements school policies;
- Recruits community and business partners;
- Participates in school/community affairs;
- Promotes professional and academic excellence;
- Deploys and manages technology programs;
- Administers budgets and other related fiscal responsibilities;
- Assures regular school/home communication; and,
- Resolves personnel and student issues.

The GGCS operates an Advisory Committee that provides input into the operation of the school. The Advisory Committee, as part of the School Site Council, makes recommendations to the Principal on design and other pertinent requirements of the operations of the school. The Advisory Committee consists of the Contra Costa County Associate Superintendent of Schools, Student Programs and Services or designee, parents/guardians, employees, students, and community stakeholders. The School Advisory Committee meets at least four times per year and provides input to the CCCOE on general school issues, policies, and other charter school interests and activities when applicable. Committee membership must have a minimum of three members but will not exceed eight members. Committee members are elected according to the guidelines of School Site Council elections and abide by School Site Council bylaws. Any amendments and material revisions to this charter renewal petition will be reviewed by the GGCS Advisory Committee. The charter renewal petition may only be modified with an approval vote from the County Board of Education.

GGCS maintains a memorandum of understanding with the County Office of Education for the provision of business and administrative services. The County Office provides personnel, accounting, and payroll services to GGCS.

Parent/guardian and community involvement in the operation of GGCS is an integral factor in ensuring that GGCS addresses the needs, concerns and expectations of the families and communities of GGCS students. Through the Advisory Committee, parents have the opportunity to give input to the school administration. Other parent councils such as the School Site Council and the English Learner Advisory Committee (ELAC), provide parents the opportunity to give input on other specific matters and programs at GGCS.

GGCS Application documents state that parent involvement is not required for acceptance or continued enrollment at GGCS. Solicitations for parent involvement in different councils, committees, and supporting groups will not indicate that participation is mandatory. During Principal led parent events, such as Back to School Night and Title 1 meetings, it is verbally communicated that parent participation is welcome, but not required.

The County Superintendent of Schools and Contra Costa County Board of Education have policies to prevent fraud, embezzlement, and conflict of interest. The County Office of Education and administrative staff actively implement and monitor fiscal activities and personnel matters to ensure appropriate disclosures and investigations into concerns.

GGCS fully complies with the conflict-of-interest requirements of the Political Reform Act (Gov. Code, § 87100 et seq.) and Government Code Section 1090.

## **E. Employee Qualifications**

*Governing Law: The qualifications to be met by individuals employed by the charter school. (Ed. Code, § 47605 (c)(5)(E).)*

GGCS complies with all requirements for employment set forth in applicable provisions of law, including but not limited the credentialing requirement in Education Code section 47605(l). Accordingly, all GGCS teachers hold appropriate Commission on Teacher Credentialing (CTC) certificates.

All staff of Golden Gate Community School (GGCS) are employees of the Contra Costa County Office of Education (CCCOE). All GGCS staff possess the knowledge, skills, experiences, and personal qualities to work effectively as a team in providing a positive and empowering educational experience for students. GGCS recruits professional, effective, and qualified personnel for all administrative, instructional, and support capacities who possess the knowledge and abilities to support the mission and vision of GGCS. All GGCS staff shall accept and implement the philosophy of GGCS to provide a positive environment for students to reach their academic and social potential. All new employees or contracted staff must comply with pre-employment requirements as mandated by law (e.g., fingerprinting, proof of identity, evidence of right-to-work in the United States, and TB screening) and other requirements of the Contra Costa County Office of Education.

GGCS is nonsectarian in its employment and contracting practices and all other operations. GGCS does not discriminate against any individual, employee, or pupil on the basis of actual or perceived disability, nationality, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, or any other characteristics contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or one's association with any of those characteristics.

GGCS staff are composed of the Principal, the appropriate number of teachers required to meet teaching ratios, and non-certificated staff as necessary. Qualifications for these positions are as follows:

### ***Principal***

The minimum criteria for this position include:

- Valid California Teaching Credential;
- Valid Administrative Credential appropriate for K-12 public school administration;
- Master's degree in education preferred
- Successful teaching experience;

- One year of administrative or supervisory experience, demonstrating exposure to and utilization of skills, knowledge, and abilities in performing job-related duties and responsibilities;
- Teaching and administrative experience at the principal level in an alternative education program with high-risk youth preferred;
- Experience providing leadership for curriculum and instruction, and experience working as part of a collaborative instructional team;
- Knowledge of current theories, practices, and techniques in alternative education and youth development programs;
- Knowledge of laws and regulations related to alternative education and youth development programs; and,
- English Language Learner certification.

***Teacher, General Education***

The minimum criteria for this position include:

- Valid California Multiple Subject or Single Subject Credential;
- Valid CTET certification or EL equivalent such as CLAD, BCLAD, or SDAIE is required;
- Bachelor's Degree;

***Teacher, Special Education***

The minimum criteria for this position include:

- Valid California Education Specialist Mild Moderate Credential or valid California credential;
- Valid CTET certification or EL equivalent such as CLAD, BCLAD, or SDAIE is required;
- Bachelor's Degree;

***Non-Certificated Employee***

The minimum criteria for this position include:

- High school diploma or equivalent (preferably supplemented by completion of course for instructional assistants);
- Job related experience
- Ability to work with a significant diversity of individuals and/or groups; and,
- Ability to handle confrontation situations, to handle threats or intimidation, to be very observant, to be unbiased.

## **F. Health and Safety Procedures**

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. (Ed. Code § 47605(c)(5)(G).)*

### ***Golden Gate Community School Comprehensive Safety Plan (EC 32281 et seq.)***

Each GGCS site will establish a Safe School Committee (SCC) pursuant to California Education Code sections 32280- 32289, with the primary goal of creating and continually updating the school site's comprehensive safe school plan and the crisis response plan in an effort to maximize the protection of students, faculty, and staff. The goals of the Safe School Committee are as follows:

- Create and annually, by March 1, review/revise the school's crisis response plan and comprehensive safe school plan
- Promote and support ongoing staff and student crisis response training
- Review staff and student safety practices to ensure compliance with the plan
- Support the District crisis response and safety committee(s)

The Safe School Committee MUST include the following members, pursuant to California Education Code section 32281:

- The site principal or the principal's designee (administrator)
- One or more teachers who represent the certificated staff and who are members of the recognized certificated employee organization
- One or more classified staff members who represent the classified staff and who are members of the recognized classified employee organization
- One parent whose child attends the school site

Campus safety is a high priority and the responsibility of all staff on campus. Training of staff in proactive response to dangerous situations and student discipline occurs during regularly scheduled staff meetings. Staff and student training on reactive response to emergency situations, including but not limited to, intruders on campus, earthquake and fire occur through monthly drills.

### ***Criminal Background Check and TB Clearance; Immunizations***

In accordance with California Education Code Section 44237, fingerprints shall be obtained on each new employee in order to obtain a criminal record summary from the Department of Justice.

The County Superintendent of Schools shall ensure that new employees comply with all health examination requirements of California law. Evidence of freedom from tuberculosis is required for all new employees and continuing employees under the provisions of Education Code 49406.

Additionally, students must be immunized as a condition of attendance to the same extent as would apply if the students attended a non-charter public school, in compliance with California Code of Regulations Title 5 Section 11967.5(f)(6).

***Health and Safety Practices; County Board Policies and Regulations and County Superintendent Policies***

GGCS follows all established standards of health and safety as commonly practiced in California public schools and complies with all County Board of Education policies and regulations and County Superintendent policies related to health and safety, including the following:

***Prevention of Bullying***

The County Board is committed to providing a welcoming, safe and supportive school environment that allows all students equal access to opportunities in academic and other educational support programs, services, and activities. Unlawful discrimination against a student in any COE school, program, or activity, including discriminatory harassment, intimidation, and bullying including cyber-bullying, is prohibited. Any form of retaliation against an individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination is also prohibited. Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, or bullying, or retaliation in violation of law or COE policy or procedures shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. The CDE Online Bullying training module is available to all GGCS staff who interact with students.

***Suicide Prevention Policy- County Board Policy 5141.52***

The County Board of Education recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance.

In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the County Board shall incorporate any measures, strategies, practices, and supports developed by the County Superintendent of Schools for suicide prevention, intervention, and postvention in County Office of Education (COE) schools. Policies and procedures for suicide prevention, intervention, and postvention shall include consultation with school and community stakeholders, school-employed mental health professionals, suicide prevention experts, and coordination with the county mental health plan (Education Code 215).

Consultation with school and community stakeholders may include COE and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the COE's risk manager or insurance carrier.

Collaboration may also occur with county and/or city governments in an effort to align COE policy with any existing county, city, and/or statewide suicide prevention plans.

COE measures and strategies for suicide prevention, intervention, and postvention, as prepared by the County Superintendent, may include, but are not limited to:

- Staff development on suicide awareness and prevention offered by the County Superintendent for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, expanded day learning staff, tutors, and volunteers
- Age and developmentally appropriate instruction in problem-solving, coping skills, and resiliency to promote students' mental, emotional, and social health and well-being; help-seeking strategies and resources; and recognition of and appropriate response to warning signs of suicidal intent in others
- Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
- The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide
- The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the COE's suicide prevention curriculum, the COE's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis
- Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- Crisis intervention procedures for addressing suicide threats or attempts which include, but are not limited to, the following actions:
  - Immediately securing medical treatment and/or mental health services as necessary
  - Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
  - Keeping the student under continuous adult supervision and providing comfort to the student until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
  - Removing other students from the immediate area as soon as possible
  - Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide
  - Establishment by the County Superintendent of COE and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other COE practices related to the emotional and behavioral wellness of students, including, but not

limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215.

### ***Mandated Reporting- Superintendent Policy 5141.1***

State law requires that every school agency employee who falls within certain categories be familiar with the laws relating to child abuse reporting requirements. Such employees must, before beginning employment, sign a statement signifying that they have knowledge of the reporting requirements and will comply with them. The County Superintendent of Schools requires all staff to receive training at the beginning of each school year on identifying child abuse and neglect and child abuse reporting requirements.

GGCS will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. GGCS staff must report to the proper authorities if they suspect the following is occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only reasonably suspect that abuse or neglect has occurred. The reporting person does not have to prove abuse. The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the principal and/or proper authorities. All suspected cases of child abuse will be brought to the principal and child protective agency. A written report of the situation will be completed, and the Department of Children Services will be immediately notified. If necessary, the appropriate police department will be informed of the situation. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or the appropriate police department since he/she will be most knowledgeable of the situation. Should it be necessary to remove the child from school, GGCS staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and be available to the parent/guardian.

### ***Natural Disasters- Superintendent Policy 3516***

The Superintendent is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or



immigration status. The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

#### ***Immunizations & Health Screenings- County Board Policy 5125***

Detailed records of verification or exemption from required immunizations will be kept as described in County Board Policy 5125. All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Per California Code of Regulations, Title 17, Section 2953 (c) (1), hearing screening is mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry. Students will be screened for vision, hearing and scoliosis. GGCS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school. In County Board Policy 5141.21, The County Board of Education and County Superintendent believe that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program. Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

#### ***Administration of First Aid Response- County Board Policy 5141***

The County Board of Education recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health, or welfare of a student at school or during school-sponsored activities. The County Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when accidents and injuries to students occur and that parents/guardians are notified as appropriate. The Board authorizes the Superintendent or designee to place automated external defibrillators (AEDs) at designated school sites for use by school employees in an emergency. The Superintendent or designee shall develop guidelines for employees regarding these devices and shall ensure that employees receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of an AED. The guidelines shall also specify the

placement, security, and maintenance of the AED. The authorization of AEDs in district schools shall not be deemed to create a guarantee that an AED will be present or will be used in the case of an emergency, or that a trained employee will be present and/or able to use an AED in an emergency, or that the AED will operate properly.

***Administration of Medication and Monitoring Health Conditions - County Board Policy 5141.21***

For the administration of medication to students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

***Access to Mental Health Support-County Board Policy 5142***

Student identification cards of students in grades 6-12 shall have printed on them safety information, including the following: (Education Code 215.5, 217):

- The National Suicide Prevention Lifeline telephone number and the Crisis Text Line and/or a local suicide prevention hotline telephone number.
- The National Domestic Violence Hotline telephone number.

GGCS staff will post informational posters on site that include information on how to get support for mental health issues.

GGCS Staff will provide resources, support and/or direct services for students with mental health needs.

***Human Trafficking Prevention***

Contra Costa County Office of Education will inform parents and guardians of human trafficking prevention resources. CCCOE's Youth Services department also offers *Commercial Sexual Exploitation of Children (CSEC)* training to CCCOE employees.

***ADA Compliance- Access for Individuals with Disabilities***

CCCOE programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. (28 CFR 35.150) The County

Superintendent has designated the Head of General Services as ADA Coordinator to receive requests for accommodation and to receive and investigate complaints regarding access to COE facilities, programs, services and activities. (28 CFR 35.107)

The COE shall ensure that it provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large-print materials. (28 CFR 35.130, 35.160, 36.303) The COE shall develop and update transition plans when necessary to address structural changes that are needed to provide accessibility to COE facilities, activities, services, and programs. (28 CFR 35.150)

The COE shall develop a complaint procedure consistent with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act. Individuals with disabilities shall notify the ADA Coordinator if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a COE and school-sponsored functions, programs, or meetings.

## **G. Student Population Balance**

*Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. (Ed. Code § 47605(c)(5)(G).)*

Every student who attends Golden Gate Community School (GGCS) does so on a voluntary basis. However, it is our experience that, with regard to its balance of racial and ethnic pupils, special education pupils, and English Learners (including redesignated fluent English proficient students), the GGCS student population closely reflects the total population of Contra Costa County. To maintain and promote a diverse student body, GGCS employs strategies, including the following:

- *Enrollment Process:* GGCS's enrollment process allows for broad-based recruiting and an open application process.
- *Development of Promotional and Informational Materials:* GGCS continually develops methods of outreach to appeal to various racial and ethnic groups, special education students, and English Learners. These materials are available in English and Spanish to ensure accessibility for non-English speaking communities.
- *Distribution of Materials:* Promotional and informational materials are distributed to a broad variety of community groups representing the diverse population of Contra Costa County.

- *Celebrations:* We provide regular opportunities to honor and celebrate the diverse cultures of our students, while also highlighting influential figures from both the local community and beyond. Through these activities, we foster an inclusive environment that promotes cultural awareness, appreciation, and pride, enriching our school community and supporting the holistic development of each student.

Golden Gate Community School is a public school and does not discriminate on the basis of characteristics listed in Section 220 (such as actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

GGCS has an open enrollment policy with the goal of maintaining a student population representative of the general population in Contra Costa County. GGCS strives to achieve and maintain a student body that reflects the diverse racial, ethnic, special education, and English Learner populations within Contra Costa County.

Students will develop into empathetic, productive, and well-rounded citizens in the larger global world when they are afforded educational opportunities in a diverse environment. To the extent allowed by current state laws, including requirements for admission by public random drawing, GGCS seeks to mirror as closely as possible the diversity of Contra Costa County, including socio-economic diversity.

To achieve and maintain such balance, GGCS has implemented an outreach plan that includes, but is not limited to, the following strategies:

- Publicize open enrollment by communicating with district representatives at coordinating council and other opportunities to communicate with districts. · Attend community events that offer visibility and contact with diverse groups of potential families, including academically low-achieving, at-risk, and socio-economically disadvantaged students.
- Provide an anti-bias curriculum to foster understanding and respect among students.
- Offer a Multi-Tiered System of Supports (MTSS) for instruction and behavior to ensure that all students receive the support they need.
- Foster a safe campus and positive school climate that welcomes students from all backgrounds.
- Work with community organizations to enhance outreach efforts.
- Publicize that GGCS is a safe space, providing families with resources such as community allies, resources, and information about their constitutional rights.
- Utilize social media as an outreach platform to reach a broader audience.
- Include stakeholders in outreach efforts to ensure that diverse perspectives are represented.

GGCS is committed to achieving and maintaining a student body that reflects the diverse racial, ethnic, special education, and English Learner populations within Contra Costa County. The strategies outlined above support our outreach efforts, and we maintain an accurate accounting of the racial, ethnic, special education, and English Learner demographics of our enrolled students. This data is reviewed annually,

and the outreach plan will be modified as needed to ensure that we continue to reflect the diversity of Contra Costa County.

## **H. Admissions Policies and Procedures**

*Governing Law: Admission policies and procedures, consistent with subdivision (e). (Ed. Code § 47605(c)(5)(H).)*

GGCS shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state.

All students will be considered for admission without regard to nationality, national origin, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, disability, perceived disability, or any other characteristic protected under the law.

GGCS complies with the provisions of the McKinney-Vento Homeless Assistance Act and ensures that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. GGCS is open to enroll and provide services for all students and provides a standard contact number for access to additional information regarding enrollment. GGCS complies with all applicable provisions of Education Code, sections 48850 – 48859, with respect to foster children and homeless youth.

GGCS actively recruits a diverse student population from the surrounding areas who understand and value the mission, vision, and core values of GGCS, and who commit to the instructional and operational philosophies of GGCS. In general, GGCS serves those students who have not found success in traditional schools. GGCS provides local school districts with updated enrollment information annually at the beginning of the fall semester. GGCS has posted on the school website information about enrollment including a statement that GGCS serves all students.

GGCS has the capacity to serve a maximum of 220 enrolled students at all locations. Each year, GGCS has an enrollment period during which any student wishing to attend GGCS may apply for admission. At the end of the enrollment period, all students wishing to attend GGCS will be granted admission if capacity permits.

As both a charter school and county operated community school, GGCS may enroll any eligible student or other eligible student, grades 6 -12, who qualifies for enrollment in a county community school under Education Code Section 1981 or in a community day school under Education Code Section 48662, who resides in the State of California and who wishes to enroll. These students may meet minimum eligibility requirements that permit enrollment based on the following:

- Expelled from a school district within the geographic boundaries of Contra Costa County and adjacent counties.
- Referred to a county community school by a Contra Costa County school district as a result of the recommendation by a SARB
- Referred by the Contra Costa County school district of attendance at the request of the district or pupil's parent/guardian with that district's approval of the pupil's enrollment in a county community school
- Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code
- On probation or parole and not in attendance in any school
- Foster or homeless youth

Since each student previously attended a local district school program, the GGCS program seeks to transition many of its students back to a comprehensive educational setting upon completion of their requirements to attend a community school.

GGCS also serves pupils ages 19 and above who meet at least one of the following criteria:

- Pupil is enrolled in GGCS in a program that provides instruction exclusively in partnership and an executed Memorandum of Understanding with any of the following: (1) the federal Workforce Investment Act of 1998 (WIA); (2) federally affiliated YouthBuild programs; (3) the federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; or (4) the California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to law. GGCS partners with the Workforce Investment Board which operates Workforce Investment Opportunity Act (WIOA) programs to serve students through the age of 24.
- Pupil is enrolled in GGCS in pursuit of a high school diploma while 19 years of age and, without a break in public school enrollment since that time, is enrolled in GGCS and is making satisfactory progress, as defined under Title V, California Code of Regulations, Section 11965. "Satisfactory progress" means uninterrupted progress (1) towards completion, with passing grades, of the substance of the course of study that is required for graduation from a non-charter comprehensive high school of the largest unified school district in the county, (2) at a rate that is at least adequate to allow the pupil to successfully complete, through full-time attendance, all of that uncompleted coursework within the aggregate amount of time assigned by the chartering agency for the study of that particular quantity of coursework within its standard academic schedule.

For individuals with exceptional needs, as defined in EC § 56026, satisfactory progress as that term is used in EC § 47612, means uninterrupted maintenance of progress towards meeting the goals and benchmarks or short-term objectives specified in his or her individualized education program made pursuant to 20 U.S.C. Section 1414(d) until high school graduation

requirements have been met, or until the pupil reaches an age at which special education services are no longer required by law.

A referral form with basic student information, family/caregivers contact information, and reason for referral is submitted to GGCS along with transcripts, immunizations, discipline records, Individual Education Plans, Section 504 Plans, terms of expulsion, release of information, and other relevant educational documents. Relevant educational documents are to facilitate a timely enrollment process and provision of services to students, not to deny enrollment.

After the referral is received, an enrollment appointment is scheduled with GGCS staff, family, and student. The Home Language Survey is administered where applicable. Prospective students and parents/guardians are oriented regarding instructional and operational philosophies and practices of GGCS. Prospective students and parents/guardians are also given a summary of the student policies contained in the Parent/Student Handbook and behavior agreement. Students and their parents/guardians (unless the student is 18 years of age) are required to sign, verifying receipt of these documents indicating their agreement to maintain GGCS attendance and behavioral standards. Students failing to comply with the information therein may be dismissed from GGCS in accordance with due process procedural protections and processes described in GGCS' suspension and expulsion procedures.

GGCS does not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to GGCS.

All students who wish to attend GGCS will be admitted, subject to space limitations. If applications exceed capacity, a single public random drawing will be held to determine the order of admission. All names of eligible students requesting admission will be placed into technology based random order generator for lotteries, except for those categories of students exempt from the lottery. All names will be sequentially numbered. Placements into the program will be made in numerical order until all openings are filled. The remaining numbered students will be placed on a waiting list and will be offered, in sequential order, an opportunity to attend GGCS if space becomes available. The waiting list will only be maintained for the current school year, and students who have not been admitted or leave the school mid-year will be required to apply again for the next school year like all other interested students. Students who are enrolled shall not be required to reapply for the next school year if they maintain continuous enrollment. Admission to GGCS shall be on a voluntary basis.

The following categories of eligible students shall be exempt from the single public random drawing and may be admitted without participation in the lottery:

- Existing students of Contra Costa County Office of Education's Alternative Education Programs
- Siblings of students admitted to or attending GGCS
- Students expelled from local school districts

- Foster and homeless youth
- Students on probation
- Students referred by School Attendance Review Board (SARB)

Consistent with Education Code section 47605 subdivision (e)(2)(B) and section 200 *et seq.*, GGCS may extend an enrollment preference for expelled students given GGCS's unique educational program, mission, and goals. Preferences will not impact the student population balance the charter school strives to reflect.

GGCS shall also comply with the following requirements of Education Code section 47605 (e)(2)(B)(i)-(iv) regarding preferences for enrollment:

- Each type of preference shall be approved by the chartering authority at a public hearing.
- Preferences shall be consistent with federal law, the California Constitution, and Section 200.
- Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
- Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

## **I. Annual Independent Financial Audits**

*Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. (Ed. Code, § 47605(c)(5)(I).)*

***The manner in which the audit will be conducted; assurance that the annual audit will employ generally accepted accounting principles and Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer; a process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions***

GGCS will contract with the Contra Costa County Office of Education and the Superintendent of Schools including, but not limited to, the Human Resources Department, Technology Services, and the Business and Administrative Services Departments to provide services to GGCS. The services to be included in the contract are those which are currently provided to GGCS, which include a yearly financial audit, which is conducted as part of the CCCOE annual audit, and which shall employ generally accepted accounting principles.



The CCCOE shall be responsible for contracting and overseeing the audit. GGCS's Principal shall review any audit exceptions or deficiencies with the County Superintendent, or the County Superintendent's designee. GGCS shall provide recommendations to the County Superintendent for how to resolve any exceptions or deficiencies.

***Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required by law.***

By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.

By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.

By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of GGCS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the CCCOE, State Controller, State Department of Education and the County Superintendent of Schools.

By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

By September 15, a final unaudited report for the full prior year. The report submitted to the CCCOE shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

GGCS will provide reporting to the CCCOE as required by law and as requested by the CCCOE including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the Local Control Accountability Plan (LCAP). Additionally, GGCS will maintain the minimum State required budget reserves.

## **J. Suspension/Expulsion**

*Governing Law: The procedure by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). (Ed. Code § 47605(c)(5)(J).)*

GGCS complies with County Board Policy and Administrative Regulation 5144.1 (Suspension and Expulsion/Due Process) and all other County Board policies and administrative regulations and County Superintendent policies related to student discipline. GGCS staff prioritize techniques and strategies to manage student behavior, with a strong emphasis on preventing suspension and expulsion. While GGCS maintains a policy of "no expulsions" as a general guide in discipline decisions, suspensions or expulsions may be used, in compliance with the law and at the discretion of GGCS, in extreme cases.

### ***Suspension/Expulsion***

A student may be suspended or expelled from GGCS for any of the reasons set forth in Education Code section 48900 et seq., and in accordance with County Board Policy and Administrative Regulation 5144.1.

### ***Due Process Protections***

GGCS ensures that all students are afforded due process in disciplinary actions:

1. For suspensions fewer than 10 days:
  - Students will receive oral or written notice of the charges.
  - If the student denies the charges, they will be given an explanation of the evidence.
  - Students will have an opportunity to present a rebuttal to the charges.
2. For suspensions of 10 days or more or expulsions:
  - The student and their parent/guardian will receive timely written notice of the charges and an explanation of the student's basic rights.

- The student will have the right to a hearing before a neutral officer within a reasonable timeframe, with the right to bring legal counsel or an advocate.

While involuntary removals are used sparingly, if at all, a student may be involuntarily removed from the charter school for any violation of the rules or policies of Golden Gate Community School, the County Board of Education, or the County Superintendent of Schools.

Consistent with Education Code section 47605(c)(5)(J), no pupil shall be involuntarily removed by GGCS for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal before the effective date of the action.

If the student's parent or guardian requests a hearing, the charter school shall use the procedures specified by the County Superintendent. If the pupil's parent, guardian, or educational rights holder requests a hearing, the pupil shall remain enrolled and shall not be removed until the County Superintendent issues a final decision.

GGCS ensures its staff are well-versed in the charter school's discipline policies and rules, as well as the policies and regulations of the County Board of Education and the policies of the County Superintendent of Schools, including the specific regulations for students with disabilities.

GGCS:

- Provides for due process for all students, understands and adheres to the rights of students with disabilities, in regard to suspension, expulsion and involuntary dismissal.
- Ensures that any student receiving or eligible for special education services will be provided appropriate interim educational placements while the expulsion process is underway.
- Coordinates with the CCCOE to ensure that necessary programs and services for special education students are provided.

## **K. Staff Retirement Systems**

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. (Ed. Code, § 47605(c)(5)(K).)*

Employees of GGCS will participate in the State Teachers' Retirement System (STRS), the Public Employees' Retirement System (PERS), or federal Social Security depending upon each individual's eligibility and in accordance with the same guidelines and requirements as all other employees of the Contra Costa County Office of Education. Enrollment in these programs is monitored by the Business Services Department of the County office of Education as part of the business service contract.

The California State Teachers' Retirement System (CalSTRS) provides retirement, disability and survivor benefits for full-time and part-time California public school educators through a hybrid retirement system consisting of its Defined Benefit, Defined Benefit Supplement and Cash Balance Benefit programs, and a voluntary defined contribution plan called CalSTRS Pension2. CalSTRS members do not pay into Social Security, so they will not receive Social Security benefits for a CalSTRS covered position.

The California Public Employees' Retirement System (CalPERS) provides retirement and health benefits for both active and retired California Public Employees. CalPERS members participate in Social Security by having Social Security and Medicare taxes withheld from their paychecks.

## **L. Attendance Alternatives**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. (Ed. Code, § 47605(c)(5)(L).)*

Charter school attendance is voluntary and tuition-free. No student may be required to attend GGCS. Students who reside within the County who choose not to attend GGCS may attend schools within the County, or their own school district according to policy within the District through the District's intra- and inter-district transfer policies. Students may also choose to attend a different charter school. Parents/guardians of each student enrolled in GGCS will be informed on admission forms that the student has no right to admission in a particular school (or program) of a local education agency (LEA) as a consequence of enrollment in GGCS except to the extent that such a right is extended by GGCS.

## **M. Post Employment Rights of Employees**

*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. (Ed. Code § 47605(c)(5)(M).)*

GGCS employees are employees of the Contra Costa County Office of Education. Staff earn service credit (tenure) as an employee of the County Office of Education while employed at GGCS. GGCS employees have all employment rights and privileges of similarly situated County Office of Education employees, including membership in an applicable bargaining unit, and those rights and privileges specified in the Education Code, County Office of Education Board Policy and Administrative Regulations, and any applicable collective bargaining agreement (CBA). Employees may exercise their right to be a member of a union, association or other professional organization while employed at GGCS in accordance with Education Code Section 47611.5.

Any employee of the County Office of Education who chooses to leave their existing position to work at GGCS shall have the right to apply for a transfer into any open position for which they are qualified and will follow the policies and procedures outlined in their collective bargaining agreement, including

existing policies regarding sick and/or vacation leave, continuation of service credit, and other benefits as appropriate for their position.

Employees of the County Office of Education who resign from employment with GGCS who later wish to return to a local educational agency or the County Office of Education shall be treated the same as any other former employee seeking reemployment in accordance with the local educational agency policy, applicable law, and applicable collective bargaining agreements relevant to the ability to transfer sick and/or vacation leave. GGCS shall not have any authority to confer any rights to return on a local educational agency's employees.

Employees will be paid according to the appropriate certificated or classified salary schedule for their position applicable to employees of the County Office of Education. GGCS employees shall be informed of their rights in the same manner as other employees of the County Office of Education. The County Office of Education Payroll Department will be responsible for the payment of social security and applicable taxes for GGCS employees.

## **N. Dispute Resolution Procedures**

*Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. (Ed. Code § 47605(c)(5)(N).)*

Any disagreement between GGCS and the Contra Costa County Board of Education over a provision of the Charter shall be presented by the Principal to the County Superintendent for review and discussion. In the event this informal meeting fails to resolve the dispute, the County Superintendent shall render a final and binding decision setting forth the resolution of the issue.

GGCS adheres to the same laws, administrative regulations, and board policies pertaining to complaints as the County Office of Education. When reporting complaints, employees are directed to complete a written complaint form. However, all complaints, whether presented in writing or not, will be investigated and responded to appropriately by GGCS or County Office of Education administrators.

Internal complaints and disputes will first be brought to the Principal of GGCS for resolution. In the event that the Principal is unable to resolve the complaint or dispute, the Principal shall meet with the County Superintendent or designee to discuss any complaints and disputes. After a full discussion of any such issue, the County Superintendent shall render a final and binding decision setting forth the resolution of the issue. In the event that the Principal is the subject of the complaint, a neutral party will be designated to investigate and resolve the complaint.

GGCS follows the Uniform Complaint Procedures of the County Office of Education. Information about Uniform Complaint Procedures is provided to parents/guardians/community in annual school notices. Uniform Complaint Procedures are also posted at GGCS campuses and County Office of Education sites. For employees, a copy of the Uniform Complaint Procedures is distributed annually. Uniform Complaint Procedures are also available on the County Office of Education website.

The County Office of Education designates the Assistant Superintendent of Human Resources to receive, investigate, take interim measures, and respond to Uniform Complaint Procedures in compliance with the law. The Assistant Superintendent may assign another compliance officer as their designee. The Assistant Superintendent or their designee will ensure all mandated timelines are followed, written findings are provided, and corrective actions are completed as needed when a Uniform Complaint is received.

Except for disputes between the County Board of Education and GGCS, all disputes involving the charter school shall be resolved by the charter school according to GGCS's own internal policies.

If any dispute concerns facts or circumstances that may be cause for revocation of the charter, the County Board of Education shall not be obligated by the terms of the dispute resolution process as a precondition to revocation. Any decision to revoke the charter will be provided in writing.

## **O. Closure Procedures**

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (Ed. Code, § 47605(c)(5)(O).)*

GGCS does not intend to close. However, in the interest of planning for contingencies, the following outlines a school close-out process:

The decision to voluntarily close GGCS, for any reason, will, at the discretion of the County Superintendent, and documented by an official action of the Contra Costa County Board of Education in accordance with applicable law. The action will identify the reason for the school's closure. The County Superintendent, or designee, will act as the designated responsible entity to conduct closure-related activities.

All required records, including a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence will be provided to the Superintendent or designee. All pupil records, CALPADS (California Longitudinal Pupil Achievement Data System) information, state results, and any special education records will be maintained there as required by law, except for records and/or assessment results that the law may require to be transferred to a different entity.

If it is feasible to do so while still maintaining a viable and appropriate educational program, the charter school closure will occur at the end of an academic year. Mid-year school closures should be avoided if possible, and the charter school and County Board of Education shall work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

The GGCS will provide advance notice to the charter authorizer, parents/guardians, teachers and community of any consideration for Superintendent action of school closure of at least six months unless unfeasible due to exigent circumstances.

In the event that this Charter is revoked, denied renewal, or terminated for any reason, all assets of the GGCS shall be returned and remain or become the property of the County Superintendent.

## **Supplemental Information**

### ***Financial Allocation and Administration Plan***

This information is located in the Appendices

### ***Golden Gate Community School: Facility Information***

#### ***1. Types and Location of the Charter School Facilities***

Golden Gate Community School operates in Contra Costa County, providing alternative education and specialized services to students at multiple locations to meet community needs effectively.

- a. The following are the addresses for Golden Gate Campuses:
  1. Golden Gate Pittsburg, 1111 Stoneman Ave. Pittsburg, CA, 94565
  2. Golden Gate Owick, 120 Middlefield Ct., Brentwood, CA 94513
  3. Golden Gate Richmond, 2200 MacDonald Ave, Richmond CA 94801(Richmond Police Activities League Building)
- b. Size and Resources: The facilities are designed to support small class sizes with adequate space for group instruction, individual learning, and specialized educational activities. Classrooms are equipped with modern instructional technology, including computers, projectors, and access to digital resources, facilitating a blended learning approach and personalized learning experiences.
- c. Safety: Safety is a top priority at all Golden Gate Community School sites. The facilities adhere to strict safety protocols, including regular emergency drills, on-site behavior aides, and a closed-campus policy to control access and prevent unauthorized entry. Additionally, all staff members are trained in emergency response procedures, ensuring readiness for various situations.
- d. Educational Suitability: The layout and resources at each site support the specialized educational needs of students. Classrooms and common areas are tailored to create a calm, focused environment conducive to learning and intervention services, which is crucial for students who may benefit from individualized attention and alternative education methods. Facilities include spaces for counseling, career exploration, and vocational training.

#### ***2. Current and Projected Availability***

##### **a. Current and Projected Availability of Each Charter School Site**

Current Availability: Golden Gate Community School currently operates in multiple locations within Contra Costa County, including Brentwood, Pittsburg, and Richmond, each strategically situated to serve students in different communities effectively. The existing facilities are operational and compliant with the educational and space requirements necessary for providing quality education.

Projected Availability: Anticipating continued enrollment and demand, Golden Gate Community School plans to maintain sites in Pittsburg and Brentwood, and renew a contract with a Richmond location within the next two years. Contracts will be renewed

every two years. Projections align with student enrollment trends and community needs, ensuring that each site remains accessible and adequate to meet future demand.

b. Legal Compliance Assurances

Golden Gate Community School commits to full legal compliance at each facility. Each site adheres to all health and safety regulations, Americans with Disabilities Act (ADA) requirements, and applicable building codes. Regular inspections and maintenance ensure ongoing compliance, and any updates required by law are promptly addressed. All staff are familiar with protocols ensuring students' health and safety are protected and prioritized.

c. Budget for Anticipated Facility Costs

The school has allocated a comprehensive budget to cover all anticipated costs related to facilities, including:

1. Renovation: Periodic upgrades are planned to maintain facility quality and support the evolving needs of the educational program.
2. Rent: Rent is managed within the budget, with provisions for any necessary adjustments based on enrollment projections.
3. Maintenance and Utilities: Maintenance schedules are regularly reviewed to ensure facilities are functional, clean, and safe. Utility costs are monitored to maintain budget efficiency without compromising student comfort and instructional needs.

This budget and facility planning ensure that Golden Gate Community School remains a safe, legally compliant, and educationally suitable environment for all students throughout the charter renewal term.

## ***Impact Statement***

GGCS is a dependent charter school operated by the Contra Costa County Office of Education (CCCOE).

The petitioners are willing to enter a mutually agreeable MOU with the CCCOE should one be presented. Any liability for debts or obligations of GGCS or for claims arising from the performance of acts, errors, or omissions by the charter school will be treated in the same manner as any other educational programs operated by the CCCOE.

## ***Community Impact***

Golden Gate Community School (GGCS) offers specialized, alternative education for students who struggle in traditional settings, addressing academic, behavioral, and social-emotional needs with individualized programs. With a supportive, small-class environment, GGCS complements district offerings by meeting the needs of students who might otherwise disengage. Our intake process integrates with district services, creating a valuable support option without overlapping with existing programs.



GGCS does not duplicate district programs but instead provides distinct services, including personalized instruction, intensive counseling, and flexible learning models, beyond what traditional schools can support, especially for expelled youth. By offering a well-resourced, nearby option with small class sizes, GGCS relieves pressure on local districts, meeting the unique needs of our students without burdening nearby schools. This approach strengthens regional partnerships and expands options for student success across Contra Costa County.

## ***Special Education***

### ***Special Education Structure***

GGCS is an independent LEA for special education purposes. GGCS belongs to the Contra Costa SELPA. GGCS will provide special education services consistent with Contra Costa SELPA's plan and/or policies and procedures. Such plans, policies, and procedures are accessible on the Contra Costa SELPA website. When directed by the SELPA or other agencies of authority, GGCS will develop its own policies and procedures in accordance with state and federal guidelines.

Contra Costa County SELPA shall allocate funding to GGCS for services to GGCS for the provision of special education services in accordance with Assembly Bill (AB) 602. GGCS will contract for special education services with qualified providers who possess appropriate special education credential(s) for needed service that are not provided by GGCS. All expenditures associated with delivery of said special education services is the responsibility of GGCS. GGCS shall be responsible for all special education costs in excess of revenues received from the Contra Costa SELPA.

Contra Costa County Office of Education, in cooperation with the Contra Costa SELPA, shall document that all state and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state and local funds apportioned to GGCS.

GGCS shall access and oversee all funds generated through the Contra Costa SELPA's low incidence funding model. Following the existing guidelines developed within the SELPA, GGCS shall ensure that low incidence funds are dispersed solely for students eligible to access these funds. GGCS shall be responsible for inventory, maintenance, and training on the use of the equipment. The equipment shall remain the property of the Contra Costa SELPA.

GGCS is an independent LEA for the purposes of special education and receives funding and services through GGCS' membership in the Contra Costa SELPA.

### ***Provision of Special Education Services***

GGCS assumes full responsibility for appropriate accommodations, modifications, and services to address the needs of any student. GGCS will deliver required and appropriate special education services to students enrolled in GGCS through partnership with the CCOE Special Education Division. These services shall include:

- Child Find
- Initial, annual, and triennial evaluations
- Individual Education Plan (IEP) development
- Service delivery for all provisions as delineated on students' IEP. GGCS is solely responsible for providing special education services. A district in which a student physically resides is not responsible for providing special education services to any student enrolled in GGCS.
- Special education transportation as indicated on IEPs.
- Due process/compliance proceedings and related attorney fees.
- Inter and intra/SELPA permits (in accordance with Contra Costa County SELPA policies and procedures).
- Nonpublic school/agency placements.
- Submission of all required reporting, filings, etc. to fully comply with the Contra Costa County SELPA and California State Department of Education (CDE) requirements.

### ***Enrollment and Disenrollment of Special Education Students***

When a special education student enrolls in GGCS, a request for general and special education records is submitted to the district of residence, notifying them that the student is enrolled in GGCS. When a student becomes eligible or ineligible for special education services the student information system, Aeries, and special education database, SEIS, are updated reflecting the change in eligibility. This information is populated into the statewide information system, CALPADS, which all districts can access for this information. Additionally, GGCS holds student transition meetings twice a year with resident districts to review all students currently enrolled at GGCS and relevant student information is reviewed at that time.

For students with an identified disability referred to GGCS by their resident district, a LEA representative of the resident district may be requested to consult with an LEA representative of GGCS to ensure necessary records and services are provided to the student when transition to or from a district. A representative from GGCS and the resident district may attend IEP meetings convened by the district of residence or GGCS when a student enrolls to ensure a smooth transition for the students and that the student receives appropriate services as specified in their IEP.

GGCS will adhere to the legal mandates outlined in Individuals with Disabilities Education Act (IDEA) in implementing regulations. When a student with an active IEP transfers to GGCS he/she is provided an interim special education placement, and a new IEP will be written on the corresponding Contra Costa County SELPA forms within 30 days.

When students disenroll in GGCS a record of the disenrollment is maintained in the student information system, Aeries. When a record request is received by the next LEA where the student has enrolled, records are promptly sent in accord with legal requirements. GGCS special education representatives are available to consult with receiving districts, with the appropriate release of information when needed, about the student with a disability. GGCS special education representatives may also convene or attend IEPs for when a student disenrolls and enrolls in another LEA to facilitate a smooth transition and receives appropriate supports as specified in their IEP.

### ***Special Education Assurances***

Golden Gate Community School shall assure that a Free Appropriate Public Education (FAPE) is provided for all children with disabilities attending GGCS in accordance with the Individuals with Disabilities Education Act (IDEA) 20 U.S.C. Section 1400 et seq., and implementing regulations. A full continuum of special education programs and related services shall be provided as required by an individual student's Individualized Education Plan (IEP).

No student otherwise eligible to enroll in GGCS will be denied enrollment due to a disability or the school's inability to procure necessary special education services.

### ***Student Study Teams***

Golden Gate Community School will refer students to Student Study Teams (SST) to determine if alternative interventions are appropriate for students demonstrating low performance. Through this process, parents/guardians, teachers, key school personnel, or other interested persons systematically review and make suggestions about student performance related to:

- Academic progress;
- Social/Emotional development;
- Physical limitations; and/or,
- Behavioral history.

Students shall be referred for assessment only when their individual needs interfere with school performance and cannot be met through modifications within the general education/home-school setting (federal mandates require general education resources and services be exhausted before the GGCS refers a student for special education testing). Objective and complete data will be collected during an initial SST referral to ensure appropriate recommendations for each student are made (i.e., work samples, cumulative record review, CAASPP scores and health history). At all SST meetings, members are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of the proposed strategies. The SST documents the meetings and attempts to modify the general education program in the student information system, Aeries. In most cases, sufficient progress is noted at the follow-up meeting and more restrictive interventions are not warranted. If progress is not noted, the SST may refer the student to more intensive research-based curricular strategies or for special education assessments. A formal request from a parent/guardian to assess a child for special education supersedes the SST process, and an Assessment Plan will be generated within 15 calendar days following the receipt of a written request.

### ***Section 504 of the Rehabilitation Act of 1973***

GGCS shall assume responsibility for compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504). Any student in need of Section 504 services will receive such services.

### ***Independent LEA with a SELPA***

GGCS is an independent LEA within Contra Costa SELPA and operates as such in accordance with SELPA policies. GGCS will notify the SELPA director of its intent to participate before February 1 of the preceding school year. GGCS is fiscally responsible for its fair share of any contributions from general funds. GGCS asserts responsibility for any legal fees related to the application and assurances process. GGCS's main campus is located within Contra Costa SELPA's geographical boundaries. GGCS asserts all instruction will be in a safe environment for students, staff, and stakeholders. GGCS adheres to the safety policies and procedures described within the charter.

### ***Special Education Funding***

Contra Costa SELPA shall allocate funding to GGCS for services to GGCS for the provision of special education services in accordance with Assembly Bill (AB) 602. GGCS will contract for special education services with qualified providers who possess appropriate special education credential(s) for needed service that are not provided by GGCS. All expenditures associated with delivery of said special education services is the responsibility of GGCS. GGCS shall be responsible for all special education costs in excess of revenues received from the Contra Costa SELPA.

Contra Costa County Office of Education, in cooperation with the Contra Costa SELPA, shall document that all state and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state and local funds apportioned to GGCS.

GGCS shall access and oversee all funds generated through the Contra Costa SELPA's low incidence funding model. Following the existing guidelines developed within the SELPA, GGCS shall ensure that low incidence funds are dispersed solely for students eligible to access these funds. GGCS shall be responsible for inventory, maintenance, and training on the use of the equipment. The equipment shall remain the property of the Contra Costa SELPA.

GGCS is an independent LEA for the purposes of special education and receives funding and services through GGCS' membership in the Contra Costa SELPA.

### ***Required Declaration: Exclusive Public Employer***

Golden Gate Community School shall not be deemed the exclusive public employer of its employees. Instead, the employees of Golden Gate Community School are employees of the Contra Costa County Office of Education for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. Consequently, the Contra Costs County Office of Education retains authority over collective bargaining and employment terms for Golden Gate staff.

## ***Required Affirmations***

### ***Nonsectarian Policy***

Golden Gate Community School affirms that it will be nonsectarian in its:

- Programs: The school's educational programs are secular, free of any religious instruction or bias.
- Admission Policies: Admission to Golden Gate Community School is open to all students and will remain free from religious or sectarian influence.
- Employment Practices: Employment at Golden Gate Community School is based solely on qualifications and performance, and hiring practices will be nonsectarian.
- All Other Operations: All aspects of the school's operations will be nonsectarian, consistent with its commitment to equitable and inclusive practices.

### ***No Tuition***

Golden Gate Community School affirms that it will not charge tuition to any student attending the school, ensuring free access to education as required by California Education Code.

### ***Non-Discrimination Policy***

Golden Gate Community School affirms that it will not discriminate against any pupil on the basis of:

- Disability
- Gender, Gender Identity, or Gender Expression
- Nationality, Race or Ethnicity
- Religion
- Sexual Orientation
- Any other characteristic that aligns with the definition of hate crimes as set forth in Section 422.55 of the California Penal Code.

This commitment extends to maintaining a safe and welcoming environment for all students.

### ***Admission Policies***

Golden Gate Community School affirms that admission shall not be determined by place of residence of the pupil or the pupil's parent or guardian within the state of California.

Golden Gate Community School will not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including but not limited to, academic performance of the pupil, or because the pupil exhibits any of the characteristics described in Education Code section 47605(2)(B)(iii).

Golden Gate Community School will not encourage a pupil currently attending the school to disenroll or transfer to another school for any reason including but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(2)(B)(iii).

### ***Open Admission***

Golden Gate Community School affirms its policy to admit all students who wish to attend the school, subject to capacity limits and enrollment procedures, in alignment with state regulations governing charter schools.

### ***Legal Compliance***

Golden Gate Community School affirms that it will comply with all federal, state, and local laws as required for charter schools, ensuring that its operations meet the legal standards established for educational institutions in California.

## Appendices A-F

### A. GGCS Block Schedule 2024-2025

MTThF	Wednesday
<ul style="list-style-type: none"> <li>• <b>8:30 AM - 9:50 AM: Block 1</b> (80 minutes)</li> <li>• <b>9:50 AM – 10:00 AM: Morning Break</b> (10 minutes)</li> <li>• <b>10:00 AM - 11:20 AM: Block 2</b> (80 minutes)</li> <li>• <b>11:20 AM - 11:40 PM: Lunch</b> (20 minutes)</li> <li>• <b>11:40 – 12:10 Advisory</b></li> <li>• <b>12:10 PM - 1:30 PM: Block 3</b> (80 minutes)</li> <li>• <b>1:30 PM – 3:30 PM: Block 4</b> (120 minutes) Traditional classrooms only</li> </ul>	<ul style="list-style-type: none"> <li>• <b>8:30 AM - 9:10 AM: Block 1</b> (40 minutes)</li> <li>• <b>9:10 AM - 9:50 AM: Block 2</b> (40 minutes)</li> <li>• <b>9:50 AM - 10:00 AM: Morning Break</b> (10 minutes)</li> <li>• <b>10:00 AM - 10:40 AM: Block 3</b> (40 minutes)</li> <li>• <b>10:40 AM - 11:20 AM: Block 4</b> (40 minutes)</li> <li>• <b>11:20 AM - 12:00 PM: Block 5</b> (40 minutes)</li> <li>• <b>12:00 to 12:15 Lunch</b></li> </ul>

Schedule A

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:50 ELA	8:30-10:00 Math	8:30 - 9:10 SEL/ELA	8:30 – 10:00 ELA	8:30-10:00 Math
9:50 -10:00 Break	10:00 – 10:10 Break	9:10 - 9:50 AM History	10:00 -10:10 Break	10:00 – 10:10 Break
10:10 - 11:40 Elective	10:10 - 11:40 History	9:50 - 10:00 Break (10 minutes)	10:10 - 11:40 Elective	10:10 - 11:40 History
11:20 – 11:40 Lunch	11:40 – 12:00 Lunch	10:00 - 10:40 Math	11:40 – 12:00 Lunch	11:40 – 12:00 Lunch
11:40 – 12:10 Advisory	11:40 – 12:10 Advisory	11:40 – 12:10 Advisory	11:40 – 12:10 Advisory	11:40 – 12:10 Advisory
12:10 – 1:30 Science	12:10 – 1:30 Elective	10:00 - 10:40 Math	12:10 – 1:30 Science	12:00 – 1:30 Elective
		10:40 - 11:20 Science		
		11:20 12:00 Elective		
		12:00 to 12:15 Lunch		
1:30-3:30 Intervention, Work Experience, Individualized instruction	1:30-3:30 Intervention, Work Experience, Individualized instruction		1:30-3:30 Intervention, Work Experience, Individualized instruction	1:30-3:30 Intervention, Work Experience, Individualized instruction

Schedule B

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:30 – 10:00 ELA	8:30-10:00 Math	8:30 - 9:10 SEL/ELA	8:30 – 10:00 ELA	8:30-10:00 Math
10:00 -10:10 Break	10:00 – 10:10 Break	9:10 - 9:50 AM History	10:00 -10:10 Break	10:00 – 10:10 Break
10:10 - 11:40 Science	10:10 - 11:40 Elective	9:50 - 10:00 Break (10 minutes)	10:10 - 11:40 Science	10:10 - 11:40 Elective
11:40 – 12:00 Lunch	11:40 – 12:00 Lunch	10:00 - 10:40 Math	11:40 – 12:00 Lunch	11:40 – 12:00 Lunch
12:00 – 1:30 Elective	12:00 – 1:30 History	10:40 - 11:20 Science	12:00 – 1:30 Elective	12:00 – 1:30 History
		11:20 12:00 Elective		
		12:00 to 12:15 Lunch		
1:30-3:30 Intervention, Work Experience, Individualized instruction	1:30-3:30 Intervention, Work Experience, Individualized instruction		1:30-3:30 Intervention, Work Experience, Individualized instruction	1:30-3:30 Intervention, Work Experience, Individualized instruction

Elective: CS (Computer Science), ELD, Resource, Make up class, Arts

Advisory: Advisory, Reading Horizons, Freckle, ELD 3D, Resource, additional student assessment.

On your own – PE (Physical Education)



## B. GGCS Calendars



### 2024-2025 SCHOOL YEAR CALENDAR

School Site: Golden Gate Brentwood

Principal: Ricky

July 30, 2024 - First Day of Instruction  
June 6, 2025 - Last Day of Instruction

Instructional Minutes: 65,260

July 2024				
1	2	3	4 H	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26 TW
29 SD	30 S	31 M		
Student Days				2
Teacher Days				4

August 2024				
			1 S	2 S
5 S	6 S	7 M	8 S	9 S
12 S	13 S	14 M	15 S	16 SD
19 S	20 S	21 M	22 S	23 S
26 S	27 S	28 M	29 S	30 S
Student Days				21
Teacher Days				22

September 2024				
2 H	3 S	4 M	5 S	6 S
9 S	10 S	11 M	12 S	13 S
16 S	17 S	18 M	19 S	20 S
23 S	24 S	25 M	26 S	27 S
30				
Student Days				19
Teacher Days				19

October 2024				
	1	2	3	4
7	8	9	10	11
14 S	15 S	16 M	17 S	18 S
21 S	22 S	23 M	24 S	25 S
28 S	29 S	30 M	31 S	
Student Days				14
Teacher Days				14

November 2024				
				1 S
4 S	5 S	6 M	7 S	8 S
11 H	12 S	13 M	14 S	15 S
18 S	19 S	20 M	21 S	22 S
25	26	27	28 H	29 H
Student Days				15
Teacher Days				15

December 2024				
2	3	4	5	6
S	S	M	S	S
9 S	10 S	11 M	12 S	13 S
16 S	17 S	18 M	19 S	20 S
23	24 H	25 H	26	27
30	31 H			
Student Days				15
Teacher Days				15

January 2025				
		1 H	2	3
6 S	7 S	8 M	9 S	10 S
13 S	14 S	15 M	16 S	17 S
20 H	21 S	22 M	23 S	24 S
27 S	28 S	29 M	30 S	31 S
Student Days				19
Teacher Days				19

February 2025				
3 S	4 S	5 M	6 S	7 S
10 S	11 S	12 M	13 S	14 H
17 H	18 S	19 M	20 S	21 S
24 S	25 S	26 M	27 S	28 S
Student Days				18
Teacher Days				18

March 2025				
3 S	4 S	5 M	6 S	7 S
10 S	11 S	12 M	13 S	14 SD
17	18	19	20	21
24	25	26	27	28
31 H				
Student Days				9
Teacher Days				10

April 2025				
	1 S	2 M	3 S	4 S
7 S	8 S	9 M	10 S	11 S
14 S	15 S	16 M	17 S	18 S
21 S	22 S	23 M	24 S	25 S
28 S	29 S	30 M		
Student Days				22
Teacher Days				22

May 2025				
			1 S	2 S
5 S	6 S	7 M	8 S	9 S
12 S	13 S	14 M	15 S	16 S
19 S	20 S	21 M	22 S	23 S
26 H	27 S	28 M	29 S	30 S
Student Days				21
Teacher Days				21

June 2025				
2 S	3 S	4 M	5 S	6 S
9	10	11	12	13
16	17	18	19 H	20
23	24	25	26	27
30				
Student Days				5
Teacher Days				5

#### HOLIDAYS

July 4	Independence Day
September 2	Labor Day
Sept. 30 - Oct. 11	Fall Break
11-Nov	Veterans Day
November 25-29	Thanksgiving Break
December 23-31	Winter Break
January 1-3	Winter Break
January 20	Martin Luther King Jr. Day
February 14 & 17	Presidents Day
March 17-28	Spring Break
March 31	Cesar Chavez Day
May 26	Memorial Day

#### KEY

First and Last Day of Instruction
Student Full Day
Minimum Day
Holiday
Non-School Day
Staff Development Day/No Students
Teacher Work Day/No Students

#### BELL TIMES

Full Day:	8:30-2:30
Minimum Day:	8:30-12:00

184	Total Teacher Days
180	Total Student Days
0	Total Extended Year
Host District: BUSD	
Revised: 10.17.24 DJ	

July 2024				
1	2	3	4	5
			H	
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
Student Days				
				0
Teacher Days				
				0

August 2024				
			1	2
5	6	7	8	9
	TW	SD	S	S
12	13	14	15	16
S	S	M	S	SD
19	20	21	22	23
S	S	M	S	S
26	27	28	29	30
S	S	M	S	S
Student Days				
				16
Teacher Days				
				19

September 2024				
2	3	4	5	6
H	S	M	S	S
9	10	11	12	13
S	S	M	S	S
16	17	18	19	20
S	S	M	S	S
23	24	25	26	27
S	S	M	S	S
30				
S				
Student Days				
				20
Teacher Days				
				20

October 2024				
	1	2	3	4
	S	M	S	S
7	8	9	10	11
14	15	16	17	18
S	S	M	S	S
21	22	23	24	25
S	S	M	S	S
28	29	30	31	
S	S	M	S	
Student Days				
				18
Teacher Days				
				18

November 2024				
				1
				S
4	5	6	7	8
S	S	M	S	S
11	12	13	14	15
H	S	M	S	S
18	19	20	21	22
S	S	M	S	S
25	26	27	28	29
			H	H
Student Days				
				15
Teacher Days				
				15

December 2024				
2	3	4	5	6
S	S	M	S	S
9	10	11	12	13
S	S	M	S	S
16	17	18	19	20
S	S	M	S	S
23	24	25	26	27
30	31			
H	H			
Student Days				
				15
Teacher Days				
				15

January 2025				
		1	2	3
		H		
6	7	8	9	10
S	S	M	S	S
13	14	15	16	17
S	S	M	S	S
20	21	22	23	24
H	S	M	S	S
27	28	29	30	31
S	S	M	S	S
Student Days				
				19
Teacher Days				
				19

February 2025				
3	4	5	6	7
S	S	M	S	S
10	11	12	13	14
S	S	M	S	H
17	18	19	20	21
H	S	M	S	S
24	25	26	27	28
S	S	M	S	S
Student Days				
				18
Teacher Days				
				18

March 2025				
3	4	5	6	7
S	S	M	S	S
10	11	12	13	14
S	S	M	S	SD
17	18	19	20	21
S	S	M	S	S
24	25	26	27	28
S	S	M	S	S
31				
H				
Student Days				
				19
Teacher Days				
				20

April 2025				
	1	2	3	4
	S	M	S	S
7	8	9	10	11
S	S	M	S	S
14	15	16	17	18
S	S	M	S	S
21	22	23	24	25
28	29	30		
S	S	M		
Student Days				
				17
Teacher Days				
				17

May 2025				
			1	2
			S	S
5	6	7	8	9
S	S	M	S	S
12	13	14	15	16
S	S	M	S	S
19	20	21	22	23
S	S	M	S	S
26	27	28	29	30
H	S	M	S	S
Student Days				
				21
Teacher Days				
				21

June 2025				
2	3	4	5	6
S	S			
9	10	11	12	13
16	17	18	19	20
			H	
23	24	25	26	27
30				
Student Days				
				2
Teacher Days				
				2

#### HOLIDAYS

July 4	Independence Day
September 2	Labor Day
October 7-11	Fall Break
November 11	Veterans Day
November 23-29	Thanksgiving Break
December 23-31	Winter Break
January 1-3	Winter Break
January 20	Martin Luther King Jr. Day
February 14 & 17	Presidents Day
March 31	Cesar Chavez Day
April 21-25	Spring Break
May 26	Memorial Day
June 19	Juneteenth

#### KEY

First and Last Day of Instruction
Student Full Day
Minimum Day
Holiday
Non-School Day
Staff Development Day/No Students
Teacher Work Day/No Students

#### BELL TIMES

Full Day:	8:30-2:30
Minimum Day:	8:30-12:00

184	Total Teacher Days
180	Total Student Days
0	Total Extended Year
Host District: PUSD	
Revised: 10.18.24 DJ	



July 2024				
1	2	3	4 H	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
Student Days				0
Teacher Days				0

August 2024				
			1	2
5	6	7	8	9
12	13	14	15 TW	16 SD
19 SD	20 S	21 M	22 S	23 S
26 S	27 S	28 M	29 S	30 S
Student Days				9
Teacher Days				12

September 2024				
2 H	3 S	4 M	5 S	6 S
9 S	10 S	11 M	12 S	13 S
16 S	17 S	18 M	19 S	20 S
23 S	24 S	25 M	26 S	27 S
30 S				
Student Days				20
Teacher Days				20

October 2024				
	1 S	2 M	3 S	4 S
7 S	8 S	9 M	10 S	11 S
14 S	15 S	16 M	17 S	18 S
21 S	22 S	23 M	24 S	25 S
28 S	29 S	30 M	31 S	
Student Days				22
Teacher Days				22

November 2024				
				1 S
4 S	5 S	6 M	7 S	8 S
11 S	12 S	13 M	14 S	15 S
18 H	19 S	20 M	21 S	22 S
25 S	26 S	27 M	28 S	29 S
			30 H	1 H
Student Days				15
Teacher Days				15

December 2024				
2 S	3 S	4 M	5 S	6 S
9 S	10 S	11 M	12 S	13 S
16 S	17 S	18 M	19 S	20 S
23 S	24 H	25 H	26	27
30 H	31 H			
Student Days				15
Teacher Days				15

January 2025				
		1 H	2	3
6 S	7 S	8 M	9 S	10 S
13 S	14 S	15 M	16 S	17 S
20 S	21 S	22 M	23 S	24 S
27 S	28 S	29 M	30 S	31 S
Student Days				19
Teacher Days				19

February 2025				
3 S	4 S	5 M	6 S	7 S
10 S	11 S	12 M	13 S	14 S
17 H	18 H	19	20	21
24 S	25 S	26 M	27 S	28 S
Student Days				15
Teacher Days				15

March 2025				
3 S	4 S	5 M	6 S	7 S
10 S	11 S	12 M	13 S	14 SD
17 S	18 S	19 M	20 S	21 S
24 S	25 S	26 M	27 S	28 S
31 H				
Student Days				19
Teacher Days				20

April 2025				
	1 S	2 M	3 S	4 S
7 S	8 S	9 M	10 S	11 S
14 S	15 S	16 M	17 S	18 S
21 S	22 S	23 M	24 S	25 S
28 S	29 S	30 M		
Student Days				17
Teacher Days				17

May 2025				
			1 S	2 S
5 S	6 S	7 M	8 S	9 S
12 S	13 S	14 M	15 S	16 S
19 S	20 S	21 M	22 S	23 S
26 H	27 S	28 M	29 S	30 S
Student Days				21
Teacher Days				21

June 2025				
2 S	3 S	4 M	5 S	6 S
9 S	10 S	11 M	12 S	13 S
16 S	17 S	18 S	19 H	20
23	24	25	26	27
30				
Student Days				8
Teacher Days				8

HOLIDAYS		
July 4	I	Independence Day
September 2		Labor Day
November 11		Veterans Day
November 25-29		Thanksgiving Break
December 23-31		Winter Break
January 1-3		Winter Break
January 20		Martin Luther King Jr. Day
February 17-21		Presidents Holiday/Recess
March 31		Cesar Chavez Day
April 7-11		Spring Break
May 26		Memorial Day
June 19		Juneteenth

KEY	
First and Last Day of Instruction	
Student Full Day	
Minimum Day	
Holiday	
Non-School Day	
Staff Development Day/No Students	
Teacher Work Day/No Students	

BELL TIMES	
Full Day:	8:30-2:30
Minimum Day:	8:30-1:00

184	Total Teacher Days
180	Total Student Days
0	Total Extended Year
Host District: WCCUSD	
Revised: 10.17.24 DJ	

## C. GGCS LCAP

### Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Gate Community School	Dr. Nikki Pitcher Director III, Student Programs	npitcher@cccoe.k12.ca.us 925 942-5308

### Plan Summary [2024-25]

#### General Information

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

Golden Gate Community School is part of the Contra Costa County Office of Education (CCCOE) as a dependent charter school. The program serves students from the eighteen school districts within the Contra Costa County area. Most students are either expelled from their local school district or have behavioral or attendance issues. Because it is a charter school, it also accepts students who choose to attend the school and thus expanded the Independent Study option. There are four Golden Gate campuses located in Point Richmond, Richmond, Pittsburg, and Brentwood. Golden Gate Community School is a Western Association of Schools and Colleges (WASC) accredited program providing educational opportunities for all students.

During the 2023-24 academic year, 203 students were enrolled. The student ethnicity groups were comprised of: 30% African American, 14% White, and 48% Hispanic. Special education students made up 32% of the population and 18% were English Language learners.

Golden Gate has 3.0 FTE Independent study teachers and 3.0 FTE classified instructional assistants who serve all of the Golden Gate sites including the adult program. There are four classrooms in the day program. Each classroom has a 1 FTE certificated teacher and 1 FTE classified instructional assistant. In addition, the program has: 2.0 FTE certificated special education teachers, 1 FTE classified administrative assistant, 1.0 FTE community and family engagement specialist, 2.0 FTE transition specialist, 1.0 school psychologist, .5 FTE special education administrator and 1.0 FTE Principal.

The instructional day is focused on providing robust curriculum and instruction. Those in high school work on earning credits which are applied to meet graduation requirements. Students take the four core classes: English, Math, Science, and History. Students also participate in Art, Career Planning and have access to Computer Science Career Technical Education (CTE) courses. It should be noted that all subjects are accessible online via Edgenuity.

Golden Gate's curriculum is aligned to the Common Core State Standards. Students who are below grade level, use Calculus Roundtable online tutoring services and Freckle intervention curriculum as a supplemental resource to help improve their skills. In addition, students have access to on-line standards-aligned curriculum from Edgenuity. We also provide coursework to improve basic remediation skills. In an

attempt to meet the needs of all learners, we offer a reading intervention program at each site called Reading Horizons. Reading Horizons is research based and proven effective in advancing struggling readers and English Language learners. Reading with Relevance is used to supplement the grade-level curriculum in ELA. Golden Gate does not offer Advanced Placement(AP) examinations within its programs. However, students have the opportunity to take AP exams with their home districts.

Golden Gate aligned its WASC, School Plan for Single Achievement (SPSA) and LCAP goals in order to increase student performance and engagement.

The CCCOE Strategic Plan guides Golden Gate's daily work. Specifically, the plan details the CCCOE's mission, values, and priorities. The mission reads, "The Contra Costa County Office of Education promotes success in learning and life through quality leadership, programs and services".

CCCOE Values include:

- Advocacy for all learners: We hold student achievement as our highest priority, our ultimate goal, and our collective responsibility.
- Equity, inclusion and diversity: We lead with a focus on equity and value the inclusion of diverse perspectives to promote a learning community where all can succeed.
- Creativity and innovation: We welcome new ideas and creative thinking as we work toward continuous improvement.
- Safe schools and workplaces for all: We commit to solutions that create safe and healthy schools and communities.
- Quality and integrity in all that we do: We reach high standards for the work we do and the services we provide.?
- Work-life balance: We promote workplace wellness, personal growth, and healthy connections for our employees.
- Customer service: We provide quality customer service to all stakeholders.

CCCOE Priorities include:

- Student Achievement: CCCOE promotes achievement for students who are facing the legal system, foster care, homelessness and poverty, as well as students with significant disabilities.
- Educational Equity: CCCOE processes and practices are conducted through an equity lens, with an emphasis on cultural sensitivity and competence.
- Organizational Wellness: CCCOE policies and practices support a positive and effective workplace culture for every level of the organization.
- District Support: CCCOE supports the Districts and schools of Contra Costa County by providing programs and services that support their students and organizations.

CCCOE Equity Statement:

The Contra Costa County Office of Education (CCCOE) is committed to the courageous and continuous journey of becoming an anti-racist and inclusive organization by:

- Challenging ourselves to recognize, interrupt and repair systems of oppression/inequity
- Allocating necessary resources and funding to provide leadership, support, and accountability



Reflections: Annual Performance

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

Although there is a robust need for improvement in the areas of academic achievement, and college/career readiness, the 2023 Dashboard did not explicitly call this out. Specifically, the LEA received a “no performance color” rating in all areas except graduation rate and suspension rate. As a result, the following should be noted according to the (2023 Dashboard):

- All students scored 307.8 points below the standard English Language Arts (ELA).
- All students scored 331.8 points below the standard in Mathematics.
- 0% of students qualified as “prepared” on the College/Career indicator.
- Although the graduation did show a slight increase of 1.9%, the graduation rate was 60.9%.
- 25% of students are making progress on towards English language proficiency
- The LEA can celebrate a green performance rating in the suspension rate category with a 2% suspension rate.

2023-24 Local Data reports the following:

- 58% of Long-term students made gains in ELA on the Renaissance STAR Assessment.
- 66% of Long-term students made gains in Mathematics on the Renaissance STAR Assessment

2022-23 DataQuest Data reported the following:

- 31.6% of Long Term English learner students were reclassified

As a result of the academic performance data, the LEA plans to focus on student access to individualized targeted interventions and supports in both ELA and Mathematics. In addition, the LEA will work diligently to recruit and retain highly qualified Career Technical Education (CTE) teachers, provide at least one viable CTE pathway that is accessible to all students, increase the dual enrollment options with neighboring community colleges, increase the concurrent enrollment options currently offered, provide daily designated English Language Development (ELD) instruction to its EL students, and provide ongoing robust ELD Professional Development (PD) to all teachers.

The denial of the modified Dashboard Alternative School Status (DASS) Graduation Rate by the Federal government in 2022 affected the LEA’s graduation rates from that academic year onwards. As with most County Office of Education alternative schools, most students do not start their high school career with us and oftentimes come to us significantly behind on credits. However, the LEA will continue to focus on increasing graduation rates by screening all students for AB 2121 eligibility.

Reflections: Technical Assistance

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

N/A

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

The LEA will monitor and support the plan by conducting a monthly review of the identified SMART goal metric data. If the data is unsatisfactory, the LEA will work with the school to make adjustments to the goal based on the identified student need(s). In regards to the evaluation process, multiple assessment measures, including the Dashboard results and local assessments, will be used to monitor and evaluate the overall effectiveness of the CSI support implementation. A local assessment (Renaissance STAR) will be administered every 90 days to monitor student growth, guide instruction, and target interventions. In addition, the team will conduct and analyze educational partner surveys; review local suspension, expulsion, and chronic absenteeism data; and utilize pre and post student socio-emotional assessment data.

### ***Support for Identified Schools***

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

In an effort to address the low graduation rate, the LEA will support Golden Gate Community School to develop teams to complete a deep data dive and needs assessments. During regularly scheduled meetings, the team will review data, identify needs, determine root causes, and create Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) Multi-Tiered Systems of Support (MTSS) goals. Specifically, the school will create one academic, one behavior, and one social-emotional learning goal. Each goal will detail attached systems improvement actions, metrics, how often the metric will be assessed (method of accountability), and the resources needed. Execution of these goals (with fidelity) will provide each student with the individualized wrap around services needed to increase Golden Gate's graduation rates.

### ***Monitoring and Evaluating Effectiveness***

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

The LEA will monitor and support the plan by conducting a monthly review of the identified SMART goal metric data. If the data is unsatisfactory, the LEA will work with the school to make adjustments to the goal based on the identified student need(s). In regards to the evaluation process, multiple assessment measures, including the Dashboard results and local assessments, will be used to monitor and evaluate the overall effectiveness of the CSI support implementation. A local assessment (Renaissance STAR) will be administered every 90 days to monitor student growth, guide instruction, and target interventions. In addition, the team will conduct and analyze educational partner surveys; review local suspension, expulsion, and chronic absenteeism data; and utilize pre and post student socio-emotional assessment data.

## Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Special Education Local Plan Area (SELPA)	<p>February 26, 2024</p> <ul style="list-style-type: none"> <li>• Audience: Contra Costa County special education parents/guardians</li> <li>• Provided a brief overview of the LCAP and the LCAP development process</li> <li>• Provided a brief overview of Mt. McKinley School and Golden Gate Community School</li> <li>• Reviewed 2021-24 goals and actions</li> <li>• Received feedback on successes, challenges, barriers, needs, and made recommendations for 2024-27 LCAP goals</li> <li>• Allowed time for questions and answers</li> </ul>
Teachers/Other School Personnel:	<p>February 28, 2024</p> <ul style="list-style-type: none"> <li>• Audience: Contra Costa County School Education Association (CCCSEA) &amp; Public Employees Union, Local One/AFSCME Council 57</li> <li>• Provided a brief overview of the LCAP and the LCAP development process</li> <li>• Reviewed 2021-24 goals and actions</li> <li>• Received feedback on successes, challenges, barriers, needs, and made recommendations for 2024-27 LCAP goals</li> <li>• Allowed time for questions and answers</li> </ul>
Community Partners	March 26, 2024



Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• Audience: Contra Costa County community members including members of the probation department and school board</li> <li>• Provided a brief overview of the LCAP and the LCAP development process</li> <li>• Reviewed 2021-24 goals and actions</li> <li>• Reviewed 2023-24 SPSA goals</li> <li>• Received feedback on successes, challenges, barriers, needs, and made recommendations for 2024-27 LCAP goals</li> <li>• Allowed time for questions and answers</li> </ul>
Parent/Guardians	<p>April 9, 2024</p> <ul style="list-style-type: none"> <li>• Audience: Golden Gate parents/guardians</li> <li>• Translation services were provided for Spanish speaking families</li> <li>• Provided a brief overview of the LCAP and the LCAP development process</li> <li>• Reviewed 2021-24 goals and actions</li> <li>• Received feedback on successes, challenges, barriers, needs, and made recommendations for 2024-27 LCAP goals</li> </ul>
School Site Council (SSC)	<p>April 22, 2024</p> <ul style="list-style-type: none"> <li>• Audience: Contra Costa County School Education Association (CCCSEA); Public Employees Union, Local One/AFSCME Council 57, Community Members, Parents/Guardians, Students</li> <li>• Provided a brief overview of the LCAP and the LCAP development process</li> <li>• Reviewed 2021-24 goals and actions</li> <li>• Received feedback on successes, challenges, barriers, needs, and made recommendations for 2024-27 LCAP goals</li> <li>• Allowed time for questions and answers</li> </ul>
Students	<p>April 23, 2024</p> <ul style="list-style-type: none"> <li>• Audience: Golden Gate students (males and females)</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• Provided a brief overview of the LCAP and the LCAP development process</li> <li>• Received feedback on successes, challenges, barriers, needs, and made recommendations for 2024-27 LCAP goals</li> </ul>
Principals/Administrators	May 2, 2024 <ul style="list-style-type: none"> <li>• Audience: CCCOE Principals and Special Education Administrator</li> <li>• Reviewed 2021-24 goals and actions</li> <li>• Reviewed 2023-24 SPSA goals</li> <li>• Made recommendations for 2024-27 LCAP goals and actions</li> </ul>

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

The educational partner feedback helped to develop goals and actions that best address the uniqueness of the LEA while also making sure the LEA developed goals and actions required by the state. Input sessions from educational partners suggested that the new LCAP for 2024-27 will require new targeted goals. While there are new metrics, actions, and services, several existing ones are realigned in the new LCAP redesign. It should be noted that the information gathered from our educational partners affirmed the new metrics, actions, and services outlined in the LCAP. In addition, the information was used to guide which actions needed to have the greatest priority during the 2023/24 school.

Additional actions and metrics were added to the LCAP goals to address students with disabilities to monitor support services, increase family/community engagement, improve holistic student outcomes, improve English Language learner supports, and increase staff professional learning/development. In addition, a targeted goal (Goal 3) was developed to enhance Social-Emotional Learning (SEL).

## Goals and Actions

### Goal

Goal #	Description	Type of Goal
1	Execute equitable, high quality instructional programs and provide educational options to ensure every student graduates college and career ready	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Although there is a robust need for improvement in the areas of academic achievement, and college/career readiness, the 2023 Dashboard did not explicitly call this out. Specifically, the LEA received a “no performance color” rating in all areas except graduation rate and suspension rate. As a result, the following should be noted according to the (2023 Dashboard):

- All students scored 307.8 points below the standard English Language Arts (ELA).
- All students scored 331.8 points below the standard in Mathematics.
- 0% of students qualified as “prepared” on the College/Career indicator.
- Although the graduation did show a slight increase of 1.9%, the graduation rate was 60.9%.
- 25% of students are making progress on towards English language proficiency
- The LEA can celebrate a green performance rating in the suspension rate category with a 2% suspension rate.

2023-24 Local Data reports the following:

- 58% of Long-term students made gains in ELA on the Renaissance STAR Assessment.
- 66% of Long-term students made gains in Mathematics on the Renaissance STAR Assessment

2022-23 DataQuest Data reported the following:

- 31.6% of Long Term English learner students were reclassified

As a result of the academic performance data, the LEA plans to focus on student access to individualized targeted interventions and supports in both ELA and Mathematics. In addition, the LEA will work diligently to recruit and retain highly qualified Career Technical Education (CTE) teachers, provide at least one viable CTE pathway that is accessible to all students, increase the dual enrollment options with neighboring community colleges, increase the concurrent enrollment options currently offered, provide daily designated English Language Development

(ELD) instruction to its EL students, and provide ongoing robust ELD Professional Development (PD) to all teachers.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: Points distance from standard	All students - 333 points below (2023 Dashboard)			All students - 0 points below	
1.2	CAASPP Mathematics: Points distance from standard	All students - 348 points below (2023 Dashboard)			All students - 0 points below	
1.3	Ren STAR ELA: Long term student academic gain percent	58% (2023-24 Local Data)			90%	
1.4	Ren STAR Mathematics: Long term student academic gain percent	66% (2023-24 Local Data)			90%	
1.5	Long Term EL (LTEL) Reclassification Rate	36.8% (2023-24 DataQuest)			100%	
1.6	High School Graduation Rate	60.9% (2023 Dashboard)			90%	
1.7	Student Access to Standards Aligned Instructional Materials as Determined by Williams Report	100% (2023 Williams Report)			100%	
1.8	ELPAC Summative Assessment: Increase at	9% (2022-23 TOMS Data)			90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Least One Level in The Overall Score					
1.9	Career Technical Education Pathway Completion Rate	0% (2023 Local Data)			50%	
1.10	Students Re-enrolled in a California School After Exiting	75% (2023-24 Local Data)			100%	
1.11	Access to Technology	100% (2023-24 Local Data)			100%	
1.12	Teacher Are Appropriately Assigned & Fully Credentialed in The Subject Area and For The Students They Are Teaching	39.7% (2022-23 DataQuest)			100%	
1.13	The Percentage of Students Who Are Enrolled in at Least One A-G Approved Courses	100% (2023-24 Local Data)			100%	
1.14	Students Concurrently Enrolled	3.4% - Concurrently Enrollment (2023-24 Local Data)			20%	
1.15	The Percentage of Students Who Have Successfully Completed Courses That Satisfy The Requirements for Entrance to the UC and CSU	0% (2023 CDE College & Career Readiness Measures)			50%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classified and Certificated Staff	<p>Provide salary and benefits to certificated and classified staff to:</p> <ul style="list-style-type: none"><li>• Maintain up to date special education records by writing comprehensive and compliant IEPs within mandated timelines (Special Education staff)</li><li>• Reduce class size to promote engagement and relationship building</li><li>• Provide a broad course of study to improve state and local assessment results</li><li>• Identify students who meet reduced credit high school diploma eligibility under AB2121</li><li>• Identify students who qualify for partial credits</li><li>• Provide inclusive programming, high-quality services, and opportunities to students to all students including with disabilities</li></ul>	\$4,104,551.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Transition	<ul style="list-style-type: none"> <li>Utilize transition staff to:</li> <li>Provide seamless transitions for students leaving the facility</li> <li>Hold quarterly transition meetings</li> <li>Establish a transition plan (with a method for follow-up) for students being released from the facility</li> <li>Plan and facilitate college tours and job shadows</li> <li>Organize financial literacy classes for all students</li> </ul>		No
1.3	Teacher on Special Assignment	<p>Hire a part-time TOSA to:</p> <ul style="list-style-type: none"> <li>provide targeted instructional support in all core subjects</li> <li>conduct instructional walkthroughs</li> <li>develop pacing guides/curriculum maps</li> <li>support ELA and Math intervention</li> <li>lead professional development</li> </ul>	\$67,380.00	Yes
1.4	Career Technical Education (CTE)	<p>Expand and enhance the LEA's Career Technical Education (CTE) program by completing the following steps:</p> <ul style="list-style-type: none"> <li>Develop and implement a CTE pathway focused on the field of Computer Science</li> <li>Ensure the transition of students from CTE programs into CTE aligned gainful employment. This will include internship opportunities during high school and employment post-high school.</li> <li>Ensure all students complete annual career interest surveys</li> </ul>		No
1.5	High Quality Engaging Instruction	Create and implement a system for ensuring all students have access to high-quality, engaging instruction. This includes the implementation of academic conversations, frequent and intentional checks for		No

Action #	Title	Description	Total Funds	Contributing
		understanding, small group instruction, and other research-based effective instructional practices.		
1.6	ELD Supports	<ul style="list-style-type: none"> <li>• Purchase ELD instructional materials</li> <li>• Update and implement the EL Master Plan</li> <li>• Establish an English Learner Advisory Committee (ELAC)</li> </ul> Utilize an ELD Consultant to: <ul style="list-style-type: none"> <li>• provide targeted instructional support for all ELD students</li> <li>• co-lesson plan with ELD teachers</li> <li>• support ELD targeted interventions and supports</li> <li>• lead integrated ELD work</li> <li>• provide ongoing robust ELD professional development</li> </ul>	\$2,500.00	Yes
1.7	MTSS	<p>Utilize the MTSS framework to create and implement robust and well communicated Tier I, Tier II, and Tier III academic SMART goals with attached methods of accountability. Ensure that students receive individualized (Tier III) supports early in the process.</p> <p>This action includes the utilization of a robust academic intervention program for students who are in need of Tier II and Tier III support.</p>		No
1.8	Literacy	Provide professional development/coaching on systematic literacy instruction and effective instructional practices for teachers, instructional assistants and site administrators. This action includes instructional materials.	\$30,000.00	Yes
1.9	Tutoring	Staff will provide targeted and individualized after school tutoring in all core subjects to students in need		No



Action #	Title	Description	Total Funds	Contributing
1.10	Instructional Materials	<ul style="list-style-type: none"> <li>Continue to provide instructional materials for all students</li> <li>Replenish Board Adopted Curriculum each year</li> </ul>	\$30,000.00	No
1.11	Academic Intervention	<ul style="list-style-type: none"> <li>Provide Reading &amp; Math intervention to every student who's reading level and/or math level is below grade I level</li> <li>Create and administer frequent short-cycle assessments to evaluate student progress</li> <li>Track and report progress monthly</li> <li>Provide differentiated instruction to address the particular needs of each individual student</li> </ul>		No
1.12	Individual Learning Plans (ILP)	<ul style="list-style-type: none"> <li>Review and update the ILP paperwork and process</li> <li>Regularly utilize the advisory period to meet with students to review and update student ILPs</li> <li>Add ILPs to Aeries and make viewable to staff and parents</li> <li>ILPs will include a Reclassification plan for ELD students</li> </ul>		No
1.13	Ethnic Studies	Develop History/Social Studies course materials to meet the Ethnic Studies requirement in the state of California		No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Establish safe, secure, inclusive, and inviting learning environments that foster student attendance and connection to their schools	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>The LEA developed this goal because throughout the educational partner feedback process, school climate and culture was identified as one of the areas in which the LEA should provide additional support. In addition, according to the 2024 California Healthy Kids Survey:</p> <ul style="list-style-type: none"><li>• Only 75% of students indicated that they felt safe at school</li><li>• Only 63% of students indicated that they felt connected to the school</li><li>• Only 62% of students and 71% of staff agreed that the school promotes parental involvement</li><li>• Only 74% of students reported having a caring relationship with at least one adult in school</li><li>• 75% of students reported school boredom</li></ul> <p>The 2023 Dashboard reported:</p> <ul style="list-style-type: none"><li>• 60.9% graduation rate</li><li>• 2% suspension rate</li></ul> <p>2022-23 DataQuest reported:</p> <ul style="list-style-type: none"><li>• 45% high school dropout rate</li></ul> <p>2023-24 Loca Data reported:</p> <ul style="list-style-type: none"><li>• 0% expulsion rate</li><li>• 67% attendance rate</li><li>• 78% chronic absenteeism rate</li></ul>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Sense of Safety	75% (2024 CHKS)			90%	
2.2	Pupil Feeling of School Connectedness	63% (2024 CHKS)			90%	
2.3	Expulsion Rate	0% (2023 Local Data)			0%	
2.4	Suspension Rate	2% (2023 Local Data)			0%	
2.5	High School Graduation Rate	60.9% (2023 Dashboard)			95%	
2.6	Middle School Dropout Rate	0% (2022-23 CALPADS)			0%	
2.7	High School Dropout Rate	45% (2022-23 DataQuest)			30%	
2.8	School Facilities Are in Good Repair	100% of school facilities are in good repair (2023-24 FIT Report)			100% of school facilities are in good repair	
2.9	Attendance Rate	67% (2022-23 Local Data)			99%	
2.10	Chronic Absenteeism Rate	78% (2022-23 Local Data)			<10%	
2.11	Pupils Who Report a Caring Relationship with at Least One Adult in School	74% (2024 CHKS)			95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Pupil Who Report School Boredom	75% (2024 CHKS)			<10%	

### Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

### Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance	Strategically work to decrease the chronic absenteeism rate and increase the attendance rate by: <ul style="list-style-type: none"> <li>• Cultivating a culture of positive attendance with all stakeholders</li> <li>• The early identification of any student who is at risk for becoming a chronic absentee</li> <li>• Creating an "Attendance" Multi-Tiered System of Support (MTSS)</li> <li>• Cultivating a positive school climate</li> <li>• Fostering positive relationships with students and families</li> </ul>		No

Action #	Title	Description	Total Funds	Contributing
2.2	Cultural Celebrations	<ul style="list-style-type: none"> <li>Intentionally promote diversity and inclusion by holding monthly schoolwide heritage month celebrations</li> <li>Include students in the planning and production process</li> </ul>		No
2.3	Alcohol and Other Drug (AOD) Support	Provide students with a link to AOD supports. This includes both group and individualized supports.		No
2.4	MTSS	Utilize the MTSS framework to create and implement robust and well communicated Tier I, Tier II, and Tier III behavior SMART goals with attached methods of accountability. Ensure that students receive individualized (Tier III) supports early in the process.		No
2.5	Marketing and Communication	<ul style="list-style-type: none"> <li>Develop and implement a marketing plan to share positive messages about the LEA and its programs. This includes additional communication about community programs using a variety of formats.</li> <li>Update school website with student input and support</li> <li>Create a school brochure with student input and support</li> </ul>		No
2.6	Student Celebrations	Regularly hold student celebrations to celebrate students who: <ul style="list-style-type: none"> <li>Made the honor roll</li> <li>Have perfect attendance OR significantly improved attendance</li> <li>Made gains on state and local assessments</li> <li>Have been reclassified</li> </ul>	\$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Equity	<ul style="list-style-type: none"> <li>Develop and implement an MTSS equity goal with attached actions and method of accountability.</li> <li>Provide ongoing PD around such topic as: equity, access, implicit biases, anti-racism, etc.</li> </ul>		No
2.8	Student Engagement	Create opportunities for students to be engaged in helping staff create a strong school culture. This includes developing activities that support children, staff, and community taking pride in their school and feeling connected to their community.		No
2.9	Positive Behavior Interventions and Supports (PBIS)	<ul style="list-style-type: none"> <li>Re-affirm programs/supports associated with all PBIS tiers</li> <li>Utilize the MTSS team to continue to seek out strategies to support positive behaviors</li> </ul>		No

## Goals and Actions

### Goal

Goal #	Description	Type of Goal
3	Fully implement a tiered integrated social-emotional program to support the well-being of all students by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships	Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA developed this goal because throughout the educational partner engagement process, social-emotional support was identified as one of the area's to which the LEA needed to provide the greatest support. In fact, 6 out of 7 groups identified social-emotional support as one of their top priorities. In addition, supporting CHKS data revealed the following:

- 23% of students were in social emotional distress within the last 30 days
- 30% of students experienced chronic sad or hopeless feelings in the past 12 months
- 40% of students expressed satisfaction with their school experience
- 43% of students expect more good things to happen to them than bad

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Pupil Social Emotional Distress	23% (2024 CHKS)			>5%	
3.2	Pupil Satisfaction with Their School Experience	40% (2024 CHKS)			90%	
3.3	Chronic Sad or Hopeless Feelings in the Past 12 Months	30% (2024 CHKS)			>5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Pupil Expectations: I Expect More Good Things to Happen to Me Than Bad Things	43% (2024 CHKS)			90%	
3.5	Socio-Emotional Learning (SEL) Curriculum and Instruction	100% of students have receive evidence based SEL lessons (weekly) (2023-24 Local Data)			100% of students have access to weekly SEL curriculum	

### Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

### Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Psychologist	.08 FTE of a full-time school psychologist salary will be paid to: <ul style="list-style-type: none"> <li>Provide enhanced support and counseling for students</li> </ul>	\$215,932.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Help increase the connectedness between the home and school</li> </ul>		
3.2	Mental Health Services	<ul style="list-style-type: none"> <li>Improve the student mental health screening process to ensure that all students are being properly screened for mental health services</li> <li>Immediately link those in need to targeted mental health support(s)</li> <li>Partner with Counseling and Parenting Education (COPE) to provide individual and/or family counseling, mentoring, and case management services</li> </ul>	\$90,000.00	No Yes
3.3	Alcohol and Other Drugs (AOD) Supports	Provide students with a link to AOD supports. This includes both group and individualized supports while still in the facility.		No
3.4	SEL Curriculum and Instruction	Help students develop strong healthy relationships through the use of direct social-emotional curriculum and instruction		No
3.5	Tier I SEL Program	<ul style="list-style-type: none"> <li>Create a schoolwide Tier I SEL MTSS SMART Goal with an attached method of accountability</li> <li>Provide high-quality professional development and implementation planning on social-emotional learning at the Tier 1 level. This will include evidence based, curricula and strategies to integrate into academic instruction and daily practices</li> <li>Provide ongoing Trauma Informed Care PD to all staff</li> </ul>		No
3.6	Tier II SEL Program			No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Create a Tier II SEL MTSS SMART Goal with an attached method of accountability</li> <li>• Create a menu of evidence-based Tier II interventions, while providing a plan for how to implement at the scale that would be needed in a well-functioning MTSS structure.</li> <li>• Provide high-quality professional development and coaching for staff</li> <li>• Create safe spaces on campus (classroom and/or non- classroom space) where students are able to find a calm supportive space</li> </ul>		
3.7	Tier III SEL Program	<ul style="list-style-type: none"> <li>• Create a Tier III SEL MTSS SMART goal with an attached method of accountability</li> <li>• Increase resources and capacity for individualized (Tier III) SEL, Mental Health, and Wellness support with an attached method of accountability for service delivery and effectiveness</li> <li>• Continue to partner with Care Solace to helps staff and families access community based social-emotional resources</li> </ul>		No
3.8	Coordination of Services Team (COST)	Students are referred to COST through a schoolwide referral system. The COST will manage and progress monitor individual student interventions through a multidisciplinary lens. The COST consist of administrators, teachers, specialists, and supportive services who meet on a regular basis to discuss students who need academic, social-emotional, or other interventions. . The interventions for each student are recorded in Aeries for progress monitoring. The COST improves communication, collaboration, and resource allocations for a more efficient system of supports.		No



## Goals and Actions

### Goal

Goal #	Description	Type of Goal
4	Involve parents/guardians, families, and community partners through education, communication, and collaboration to foster student success	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The LEA developed this goal because it believes that parents, guardians, families, and community members are critical partners and it values their input. In addition, supporting data revealed the need to improve parent engagement efforts. Specifically, data revealed the following:

2023-24 Local Data:

- There were 11 parent forum meetings
- There are 16 community partnerships that have been established
- There was only 1 parent education cohort

2024 CHKS:

- Only 27% of parents believe that the school promotes parental involvement

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Perception of Parental Involvement	27% (2024 CHKS)			90%	
4.2	Parent Education	1 PIQE Cohort (2023-24 Local Indicator)			3 Parent Education Cohorts (2023-24 Local Indicator)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Special Education Parent Involvement	Baseline data will be determined in 2024-25 (Local Data)			TBD	
4.4	Parental Participation in Programs for Low Income, English learner and Foster Youth Pupils	100% (2023-24 Local Data)			100%	
4.5	Parent Forum Meetings	11 (2023-24 Local Data)			14	
4.6	Community Partner Collaborations	16 (2023-24 Local Data)			14	

### Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Translation Services	Contract for on demand translation services via phone, computer, document translation, and staff stipends.	\$5,000.00	Yes
4.2	Community Partnerships	Build more collaborative partnerships with outside organizations to assist with: <ul style="list-style-type: none"> <li>• Work based learning</li> <li>• Internships</li> <li>• Academic enrichment activities</li> <li>• Tutoring</li> <li>• Behavior support</li> <li>• Health and social services</li> <li>• Family and community engagement</li> <li>• Financial literacy</li> </ul>		No
4.3	Communication with Parents in English and Spanish	<ul style="list-style-type: none"> <li>• Share more school information with parents in a timely and meaningful manner in both English and Spanish</li> <li>• Utilize the aeries parent portal</li> <li>• Provide aeries parent portal training</li> <li>• Update website</li> <li>• Create school brochure</li> </ul>		No
4.4	Personal Connections with Families	<ul style="list-style-type: none"> <li>• Create more opportunities for parent/guardians to visit the school</li> <li>• Hold monthly parent forums (ex: coffee chats, Title 1 parent meetings, parent education, etc.)</li> <li>• Survey parents/guardians at least 3 times a year to gain feedback pertaining to celebrations, needs, barriers, and recommendations</li> </ul>		No

Action #	Title	Description	Total Funds	Contributing
4.5	Parent/Guardian Newsletter	Send home a weekly parent/guardian newsletters to facilitate transparent communication, foster trust, engagement, and a sense of community		No

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$182,167	\$

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.879%	0.000%	\$0.00	29.879%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<b>Action:</b> Classified and Certificated Staff  <b>Need:</b> Targeted interventions and supports and smaller class sizes  <b>Scope:</b> LEA-wide	Provide certificated and classified staff salary and benefits to: <ul style="list-style-type: none"> <li>• Provide a broad course of study to improve state and local assessment results</li> <li>• Identify students who meet reduced credit high school diploma eligibility under AB2121</li> <li>• Identify students who qualify for partial credits</li> </ul>	1.1, 1.2, 1.3, 1.4, 1.5, 1.8



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<ul style="list-style-type: none"> <li>• Provide inclusive programming, high-quality services, and opportunities to students with disabilities</li> <li>• Maintain up to date special education records by writing comprehensive and compliant IEPs within mandated timelines</li> <li>• Reduce class size to promote engagement and relationship building</li> </ul>	
1.3	<b>Action:</b> Teacher on Special Assignment  <b>Need:</b> PD, coaching, interventions  <b>Scope:</b> LEA-wide	Hire a part-time TOSA to: <ul style="list-style-type: none"> <li>• provide targeted instructional support in all core subjects</li> <li>• conduct instructional walkthroughs</li> <li>• develop pacing guides/curriculum maps</li> <li>• support ELA and Math intervention</li> <li>• lead professional development</li> </ul> <p>This action is provided on an LEA-wide basis because 100% of students are low income and require academic interventions and supports. In addition, teachers are in need of robust PD.</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.8
1.8	<b>Action:</b> Literacy  <b>Need:</b> Intensive literacy supports for students and robust literacy PD for teachers, site administrators, and instructional assistants.  <b>Scope:</b>	<p>The LEA will provide professional development/coaching on systematic literacy instruction and effective instructional practices for teachers, instructional assistants and site administrators. This action included instructional materials.</p> <p>The action is provided on an LEA basis because all students are in need of intensive literacy supports and all teachers, instructional assistants,</p>	1.1, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and site administrators are in need of literacy focused PD.	
<b>3.1</b>	<b>Action:</b> School Psychologist  <b>Need:</b> Mental health supports and assessments  <b>Scope:</b> LEA-wide	.08 FTE of a full-time school psychologist salary will be paid LEA-wide to: <ul style="list-style-type: none"> <li>• Provide enhanced support and counseling for students</li> <li>• Help increase the connectedness between the home and school</li> </ul>	3.1, 3.3, 3.4
<b>3.2</b>	<b>Action:</b> Mental Health Services  <b>Need:</b> Counseling services and mental health supports  <b>Scope:</b> LEA-wide	Local data and CHKS data strongly revealed that there is a need to do the following LEA-wide: <ul style="list-style-type: none"> <li>• Improve the student mental health screening process to ensure that all students are being properly screened for mental health services</li> <li>• Immediately link those in need to targeted mental health support(s)</li> <li>• Partner with COPE to provide individual and/or family counseling, mentoring, and case management services</li> </ul>	3.1, 3.3, 3.4

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.6</b>	<b>Action:</b> ELD Supports  <b>Need:</b> ELD academic support to improve ELPAC summative assessment scores and LTEL reclassification rates  <b>Scope:</b> Limited to Unduplicated Student Group(s)	Purchase ELD Instructional Materials & Hire an ELD Consultant to: <ul style="list-style-type: none"> <li>• provide targeted instructional support for all ELD students</li> <li>• co-lesson plan with ELD teachers</li> <li>• support ELD targeted interventions and supports</li> <li>• lead integrated ELD work</li> <li>• provide ongoing robust ELD professional development</li> </ul>	1.5, 1.8
<b>4.1</b>	<b>Action:</b> Translation Services  <b>Need:</b> Increased parent/guardian engagement to improve parent/guardian involvement, parent/guardian perception of parent involvement, and parent/guardian education  <b>Scope:</b> Limited to Unduplicated Student Group(s)	On demand translation services rather it be via phone, computer, or document translation will allow access to, and promote the inclusion of our Spanish speaking families.	4.1, 4.2, 4.4, 4.5

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

N/A

**Additional Concentration Grant Funding**

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

Additional concentration grant funds will be used to increase the number of staff providing direct services to students. Specifically, increased staff will:	
<ul style="list-style-type: none"><li>• Provide a broad course of study to improve state and local assessment results</li><li>• Identify students who meet reduced credit high school diploma eligibility under AB2121</li><li>• Identify students who qualify for partial credits</li><li>• Provide inclusive programming, high-quality services, and opportunities to students with disabilities</li><li>• Maintain up to date special education records by writing comprehensive and compliant IEPs within mandated timelines</li><li>• Reduce class size to promote engagement and relationship building</li></ul>	

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		0.25
Staff-to-student ratio of certificated staff providing direct services to students		0.33

## 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	609,691	182,167	29.879%	0.000%	29.879%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,769,516.00	\$358,910.00	\$389,070.00	\$1,036,867.00	\$4,554,363.00	\$4,387,863.00	\$166,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Classified and Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$4,104,551.00	\$0.00	\$2,516,084.00	\$229,910.00	\$389,070.00	\$969,487.00	\$4,104,511.00	
1	1.2	Transition	All	No			All Schools									
1	1.3	Teacher on Special Assignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$67,380.00	\$0.00				\$67,380.00	\$67,380.00	
1	1.4	Career Technical Education (CTE)	All	No			All Schools									
1	1.5	High Quality Engaging Instruction	All	No			All Schools									
1	1.6	ELD Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.7	MTSS	All	No			All Schools									
1	1.8	Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
1	1.9	Tutoring	All	No			All Schools									

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Instructional Materials	All	No			All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.11	Academic Intervention	All	No			All Schools									
1	1.12	Individual Learning Plans (ILP)	All	No			All Schools									
1	1.13	Ethnic Studies	All	No			All Schools									
2	2.1	Attendance	All	No			All Schools									
2	2.2	Cultural Celebrations	All	No			All Schools									
2	2.3	Alcohol and Other Drug (AOD) Support	Students who suffer from AOD addiction	No			All Schools									
2	2.4	MTSS	All	No			All Schools									
2	2.5	Marketing and Communication	All	No			All Schools									
2	2.6	Student Celebrations	All	No			All Schools		\$0.00	\$9,000.00		\$9,000.00			\$9,000.00	
2	2.7	Equity	All	No			All Schools									
2	2.8	Student Engagement	All	No			All Schools									
2	2.9	Positive Behavior Interventions and Supports (PBIS)	All	No			All Schools									
3	3.1	School Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$215,932.00	\$0.00	\$215,932.00				\$215,932.00	
3	3.2	Mental Health Services	English Learners Foster Youth Low Income Students in need of mental health supports	No Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$90,000.00		\$90,000.00			\$90,000.00	

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Alcohol and Other Drugs (AOD) Supports	Students who suffer from AOD addiction	No			All Schools									
3	3.4	SEL Curriculum and Instruction	All	No			All Schools									
3	3.5	Tier I SEL Program	All	No			All Schools									
3	3.6	Tier II SEL Program	Students in need of Tier II SEL interventions and support	No			All Schools									
3	3.7	Tier III SEL Program	Students in need of Tier III SEL interventions and support	No			All Schools									
3	3.8	Coordination of Services Team (COST)	Students who are in need of Tier II or III supports	No			All Schools									
4	4.1	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
4	4.2	Community Partnerships	All	No			All Schools									
4	4.3	Communication with Parents in English and Spanish	All	No			All Schools									
4	4.4	Personal Connections with Families	All	No			All Schools									
4	4.5	Parent/Guardian Newsletter	All	No			All Schools									

## 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
609,691	182,167	29.879%	0.000%	29.879%	\$2,739,516.00	0.000%	449.329 %	<b>Total:</b>	\$2,739,516.00
								<b>LEA-wide Total:</b>	\$2,732,016.00
								<b>Limited Total:</b>	\$7,500.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Classified and Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,516,084.00	
1	1.3	Teacher on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.6	ELD Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,500.00	
1	1.8	Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.1	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,932.00	
3	3.2	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income			
4	4.1	Translation Services	Yes	Limited to Unduplicated	English Learners	All Schools	\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				



## 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,444,654.00	\$2,424,654.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Fulltime School Psychologist	Yes	\$199,220	199,220
1	1.2	Increase Communication with Parents	No	\$0.00	
1	1.3	More Communication with Spanish-speaking Families	No	\$0.00	
1	1.4	Mental Health Services	No	\$0.00	
1	1.5	Community-based Opportunities	No	\$0.00	
1	1.6	Clubs and Affinity Groups	No	\$0.00	
2	2.1	Enhanced Staffing	Yes	\$831,939	831,939
2	2.2	Tutoring	No	\$0.00	
2	2.3	Academic School Information Given to Parents	No	\$0.00	
2	2.4	Individualized Learning Plan	No	\$0.00	
2	2.5	Increase Career Technical Education Programs	No	\$0.00	

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	A-G Offerings	No	\$0.00	
2	2.7	Reading Intervention	No	\$0.00	
3	3.1	Core Staffing	No	\$1,380,995.00	1,380,995
3	3.2	Instructional Materials	No	\$30,000.00	10,000
3	3.3	Increase ELD Support	Yes	\$2,500.00	2,500
6	6.1			\$0.00	
6	6.2			\$0.00	
6	6.3			\$0.00	
6	6.4			\$0.00	
6	6.5			\$0.00	
6	6.6			\$0.00	
6	6.7			\$0.00	
6	6.8			\$0.00	
6	6.9			\$0.00	
6	6.10			\$0.00	
6	6.11			\$0.00	
6	6.12			\$0.00	
6	6.13			\$0.00	
6	6.14			\$0.00	
6	6.15			\$0.00	
6	6.16			\$0.00	
6	6.17			\$0.00	
6	6.18			\$0.00	
6	6.19			\$0.00	
6	6.20			\$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.21			\$0.00	
6	6.22			\$0.00	
6	6.23			\$0.00	
6	6.24			\$0.00	
6	6.25			\$0.00	
6	6.26			\$0.00	
6	6.27			\$0.00	
6	6.28			\$0.00	
6	6.29			\$0.00	
6	6.30			\$0.00	
6	6.31			\$0.00	
6	6.32			\$0.00	
6	6.33			\$0.00	
6	6.34			\$0.00	
6	6.35			\$0.00	
6	6.36			\$0.00	
6	6.37			\$0.00	
6	6.38			\$0.00	
6	6.39			\$0.00	
6	6.40			\$0.00	
6	6.41			\$0.00	
6	6.42			\$0.00	
6	6.43			\$0.00	
6	6.44			\$0.00	
6	6.45			\$0.00	
6	6.46			\$0.00	
6	6.47			\$0.00	
6	6.48			\$0.00	
6	6.49			\$0.00	
6	6.50			\$0.00	

## 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
196,425	\$1,079,998.00	\$1,033,659.00	\$46,339.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Fulltime School Psychologist	Yes	\$182,632.00	199,220		
2	2.1	Enhanced Staffing	Yes	\$894,866.00	831,939		
3	3.3	Increase ELD Support	Yes	\$2,500.00	2,500		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
586,568	196,425	0%	33.487%	\$1,033,659.00	0.000%	176.222%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

#### General Information

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

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

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

#### Reflections: Annual Performance

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

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

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

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

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

#### Reflections: Technical Assistance

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



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

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

#### **Comprehensive Support and Improvement**

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

##### **Schools Identified**

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

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

##### **Support for Identified Schools**

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

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

##### **Monitoring and Evaluating Effectiveness**

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#):
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.



Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

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

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

### Broad Goal

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

#### **Maintenance of Progress Goal**

##### **Description**

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

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

##### **Type of Goal**

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

##### **State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

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

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

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



- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

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

#### Year 2 Outcome

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

#### Target for Year 3 Outcome

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

#### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

#### Total Funds

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

#### Contributing

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

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

#### Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.



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

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

#### LCFF Carryover — Dollar

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

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

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

### Required Descriptions:

#### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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



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

#### **Metric(s) to Monitor Effectiveness**

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

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

#### **Limited Actions**

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

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

Complete the table as follows:

#### **Identified Need(s)**

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

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

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

#### **Metric(s) to Monitor Effectiveness**

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

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

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

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

#### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.



- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

#### **Contributing Actions Annual Update Table**

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

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

#### **LCFF Carryover Table**

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



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

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

California Department of Education  
November 2023

## D. GGCS Assumptions

Golden Gate Community Charter			
	2024-25	2025-26	2026-27
<b>SUMMARY OF FUNDING</b>			
<b>General Assumptions</b>			
COLA & Augmentation	0.76%	2.73%	3.11%
<b>SUMMARY OF STUDENT POPULATION</b>			
<b>Unduplicated Pupil Population</b>			
Enrollment	103	103	103
<b>Total Enrollment</b>	<b>103</b>	<b>103</b>	<b>103</b>
Unduplicated Pupil Count	77	77	77
<b>Total Unduplicated Pupil Count</b>	<b>77</b>	<b>77</b>	<b>77</b>
<b>SUMMARY OF LCFF ADA</b>			
<b>Current Year ADA</b>			
Grades TK-3	-	-	-
Grades 4-6	-	-	-
Grades 7-8	4.00	4.00	4.00
Grades 9-12	44.22	44.22	44.22
<b>LCFF Subtotal</b>	<b>48.22</b>	<b>48.22</b>	<b>48.22</b>
NSS	-	-	-
<b>Combined Subtotal</b>	<b>48.22</b>	<b>48.22</b>	<b>48.22</b>
<b>Change in LCFF ADA (excludes NSS ADA)</b>	<b>48.22</b>	<b>48.22</b>	<b>48.22</b>

# E. Financial Plan (Cashflow)

## Golden Gate Community Charter Fund 09 Cash Flow

Fiscal 2024-2025  
PROJECTION AS OF ADOPTION (JUNE 2024)

Window Snap

		ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE
Object		July	August	September	October	November	December	January	February	March	April	May	June
A. BEGINNING CASH		\$ 125,806.38	\$ 474,149.19	\$ 547,433.69	\$ 547,278.19	\$ 547,122.69	\$ 546,967.19	\$ 546,811.69	\$ 546,656.19	\$ 546,500.69	\$ 546,345.19	\$ 546,189.69	\$ 546,034.19
B. RECEIPTS													
Principal Apportionment	8010-8019	\$ 65,988.17	\$ 65,988.17	\$ 65,988.17	\$ 65,988.17	\$ 65,988.17	\$ 65,988.17	\$ 65,988.17	\$ 65,988.17	\$ 65,988.17	\$ 65,988.17	\$ 65,988.17	\$ 65,988.17
Miscellaneous Funds	8080-8099												\$ -
Federal Revenue	8100-8299	\$ 106,157.08	\$ 106,157.08	\$ 106,157.08	\$ 106,157.08	\$ 106,157.08	\$ 106,157.08	\$ 106,157.08	\$ 106,157.08	\$ 106,157.08	\$ 106,157.08	\$ 106,157.08	\$ 106,157.08
Other State Revenue	8300-8599	\$ 44,372.25	\$ 44,372.25	\$ 44,372.25	\$ 44,372.25	\$ 44,372.25	\$ 44,372.25	\$ 44,372.25	\$ 44,372.25	\$ 44,372.25	\$ 44,372.25	\$ 44,372.25	\$ 44,372.25
Other Local Revenue	8600-8799	\$ 87,423.75	\$ 87,423.75	\$ 87,423.75	\$ 87,423.75	\$ 87,423.75	\$ 87,423.75	\$ 87,423.75	\$ 87,423.75	\$ 87,423.75	\$ 87,423.75	\$ 87,423.75	\$ 87,423.75
Interfund Transfers In	8910-8929	\$ 147,544.08	\$ 147,544.08	\$ 147,544.08	\$ 147,544.08	\$ 147,544.08	\$ 147,544.08	\$ 147,544.08	\$ 147,544.08	\$ 147,544.08	\$ 147,544.08	\$ 147,544.08	\$ 147,544.08
TOTAL RECEIPTS		\$ 451,485.33	\$ 451,485.33	\$ 451,485.33	\$ 451,485.33	\$ 451,485.33	\$ 451,485.33	\$ 451,485.33	\$ 451,485.33	\$ 451,485.33	\$ 451,485.33	\$ 451,485.33	\$ 451,485.33
C. DISBURSEMENTS													
Certificated Salaries	1000-1999	\$ 149,122.25	\$ 149,122.25	\$ 149,122.25	\$ 149,122.25	\$ 149,122.25	\$ 149,122.25	\$ 149,122.25	\$ 149,122.25	\$ 149,122.25	\$ 149,122.25	\$ 149,122.25	\$ 149,122.25
Classified Salaries	2000-2999	\$ 78,718.83	\$ 78,718.83	\$ 78,718.83	\$ 78,718.83	\$ 78,718.83	\$ 78,718.83	\$ 78,718.83	\$ 78,718.83	\$ 78,718.83	\$ 78,718.83	\$ 78,718.83	\$ 78,718.83
Employee Benefits	3000-3999	\$ 152,532.17	\$ 152,532.17	\$ 152,532.17	\$ 152,532.17	\$ 152,532.17	\$ 152,532.17	\$ 152,532.17	\$ 152,532.17	\$ 152,532.17	\$ 152,532.17	\$ 152,532.17	\$ 152,532.17
Books & Supplies	4000-4999	\$ 5,931.83	\$ 5,931.83	\$ 5,931.83	\$ 5,931.83	\$ 5,931.83	\$ 5,931.83	\$ 5,931.83	\$ 5,931.83	\$ 5,931.83	\$ 5,931.83	\$ 5,931.83	\$ 5,931.83
Services	5000-5999	\$ 35,445.42	\$ 35,445.42	\$ 35,445.42	\$ 35,445.42	\$ 35,445.42	\$ 35,445.42	\$ 35,445.42	\$ 35,445.42	\$ 35,445.42	\$ 35,445.42	\$ 35,445.42	\$ 35,445.42
Other Outgo	7000-7499	\$ 29,890.33	\$ 29,890.33	\$ 29,890.33	\$ 29,890.33	\$ 29,890.33	\$ 29,890.33	\$ 29,890.33	\$ 29,890.33	\$ 29,890.33	\$ 29,890.33	\$ 29,890.33	\$ 29,890.33
TOTAL DISBURSEMENTS		\$ 451,640.83	\$ 451,640.83	\$ 451,640.83	\$ 451,640.83	\$ 451,640.83	\$ 451,640.83	\$ 451,640.83	\$ 451,640.83	\$ 451,640.83	\$ 451,640.83	\$ 451,640.83	\$ 451,640.83
D. BALANCE SHEET TRANSACTIONS													
Assets													
Accounts Receivable	9200-9299	\$ 702,487.17	\$ 73,440.00										\$ -
Subtotal Assets		\$ 702,487.17	\$ 73,440.00										\$ -
Liabilities													
Accounts Payable	9500-9599	\$ 310,392.86	\$ -										\$ -
Unearned Revenues	9650	\$ 43,596.00											\$ -
Subtotal Liabilities		\$ 353,988.86	\$ -										\$ -
TOTAL BALANCE SHEET		\$ 348,498.31	\$ 73,440.00										\$ -
E. NET INCREASE/DECREASE		\$ 348,342.81	\$ 73,284.50	\$ (155.50)	\$ (155.50)	\$ (155.50)	\$ (155.50)	\$ (155.50)	\$ (155.50)	\$ (155.50)	\$ (155.50)	\$ (155.50)	\$ (155.50)
F. ENDING CASH		\$ 474,149.19	\$ 547,433.69	\$ 547,278.19	\$ 547,122.69	\$ 546,967.19	\$ 546,811.69	\$ 546,656.19	\$ 546,500.69	\$ 546,345.19	\$ 546,189.69	\$ 546,034.19	\$ 545,878.69

## Golden Gate Community Charter Fund 09 Cash Flow

Fiscal 2024-2025  
PROJECTION AS OF ADOPTION (JUNE 2024)

## Golden Gate Community Charter Fund 09 Cash Flow

Fiscal 2025-2026  
PROJECTION AS OF ADOPTION (JUNE 2024)

		ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE
Object		July	August	September	October	November	December	January	February	March	April	May	June
A. BEGINNING CASH		\$ 545,878.69	\$ 545,878.68	\$ 545,878.67	\$ 545,878.67	\$ 545,878.66	\$ 545,878.65	\$ 545,878.64	\$ 545,878.63	\$ 545,878.62	\$ 545,878.61	\$ 545,878.61	\$ 545,878.60
B. RECEIPTS													
Principal Apportionment	8010-8019	\$ 67,063.42	\$ 67,063.42	\$ 67,063.42	\$ 67,063.42	\$ 67,063.42	\$ 67,063.42	\$ 67,063.42	\$ 67,063.42	\$ 67,063.42	\$ 67,063.42	\$ 67,063.42	\$ 67,063.42
Miscellaneous Funds	8080-8099												
Federal Revenue	8100-8299	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75
Other State Revenue	8300-8599	\$ 44,548.08	\$ 44,548.08	\$ 44,548.08	\$ 44,548.08	\$ 44,548.08	\$ 44,548.08	\$ 44,548.08	\$ 44,548.08	\$ 44,548.08	\$ 44,548.08	\$ 44,548.08	\$ 44,548.08
Other Local Revenue	8600-8799	\$ 102,236.50	\$ 102,236.50	\$ 102,236.50	\$ 102,236.50	\$ 102,236.50	\$ 102,236.50	\$ 102,236.50	\$ 102,236.50	\$ 102,236.50	\$ 102,236.50	\$ 102,236.50	\$ 102,236.50
Interfund Transfers In	8910-8929	\$ 147,202.92	\$ 147,202.92	\$ 147,202.92	\$ 147,202.92	\$ 147,202.92	\$ 147,202.92	\$ 147,202.92	\$ 147,202.92	\$ 147,202.92	\$ 147,202.92	\$ 147,202.92	\$ 147,202.92
TOTAL RECEIPTS		\$ 453,587.67	\$ 453,587.67	\$ 453,587.67	\$ 453,587.67	\$ 453,587.67	\$ 453,587.67	\$ 453,587.67	\$ 453,587.67	\$ 453,587.67	\$ 453,587.67	\$ 453,587.67	\$ 453,587.67
C. DISBURSEMENTS													
Certificated Salaries	1000-1999	\$ 146,921.83	\$ 146,921.83	\$ 146,921.83	\$ 146,921.83	\$ 146,921.83	\$ 146,921.83	\$ 146,921.83	\$ 146,921.83	\$ 146,921.83	\$ 146,921.83	\$ 146,921.83	\$ 146,921.83
Classified Salaries	2000-2999	\$ 80,293.21	\$ 80,293.21	\$ 80,293.21	\$ 80,293.21	\$ 80,293.21	\$ 80,293.21	\$ 80,293.21	\$ 80,293.21	\$ 80,293.21	\$ 80,293.21	\$ 80,293.21	\$ 80,293.21
Employee Benefits	3000-3999	\$ 155,669.30	\$ 155,669.30	\$ 155,669.30	\$ 155,669.30	\$ 155,669.30	\$ 155,669.30	\$ 155,669.30	\$ 155,669.30	\$ 155,669.30	\$ 155,669.30	\$ 155,669.30	\$ 155,669.30
Books & Supplies	4000-4999	\$ 5,958.33	\$ 5,958.33	\$ 5,958.33	\$ 5,958.33	\$ 5,958.33	\$ 5,958.33	\$ 5,958.33	\$ 5,958.33	\$ 5,958.33	\$ 5,958.33	\$ 5,958.33	\$ 5,958.33
Services	5000-5999	\$ 25,762.92	\$ 25,762.92	\$ 25,762.92	\$ 25,762.92	\$ 25,762.92	\$ 25,762.92	\$ 25,762.92	\$ 25,762.92	\$ 25,762.92	\$ 25,762.92	\$ 25,762.92	\$ 25,762.92
Other Outgo	7000-7499	\$ 38,982.08	\$ 38,982.08	\$ 38,982.08	\$ 38,982.08	\$ 38,982.08	\$ 38,982.08	\$ 38,982.08	\$ 38,982.08	\$ 38,982.08	\$ 38,982.08	\$ 38,982.08	\$ 38,982.08
TOTAL DISBURSEMENTS		\$ 453,587.68	\$ 453,587.68	\$ 453,587.68	\$ 453,587.68	\$ 453,587.68	\$ 453,587.68	\$ 453,587.68	\$ 453,587.68	\$ 453,587.68	\$ 453,587.68	\$ 453,587.68	\$ 453,587.68
D. BALANCE SHEET TRANSACTIONS													
Assets													
Accounts Receivable	9200-9299												\$ -
Subtotal Assets													\$ -
Liabilities													
Accounts Payable	9500-9599												\$ -
Unearned Revenues	9650												\$ -
Subtotal Liabilities													\$ -
TOTAL BALANCE SHEET		\$ -	\$ -										\$ -
E. NET INCREASE/DECREASE		\$ (0.01)	\$ (0.01)	\$ (0.01)	\$ (0.01)	\$ (0.01)	\$ (0.01)	\$ (0.01)	\$ (0.01)	\$ (0.01)	\$ (0.01)	\$ (0.01)	\$ (0.01)
F. ENDING CASH		\$ 545,878.68	\$ 545,878.67	\$ 545,878.67	\$ 545,878.66	\$ 545,878.65	\$ 545,878.64	\$ 545,878.63	\$ 545,878.62	\$ 545,878.62	\$ 545,878.61	\$ 545,878.61	\$ 545,878.59

Golden Gate Community Charter  
Fund 09 Cash Flow

Fiscal 2024-2025  
PROJECTION AS OF ADOPTION (JUNE 2024)

Rectangular Snip

Golden Gate Community Charter  
Fund 09 Cash Flow

Fiscal 2026-2027  
PROJECTION AS OF ADOPTION (JUNE 2024)

		ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE
Object		July	August	September	October	November	December	January	February	March	April	May	June
A. BEGINNING CASH		\$ 545,878.59	\$ 545,878.59	\$ 545,878.58	\$ 545,878.58	\$ 545,878.58	\$ 545,878.57	\$ 545,878.57	\$ 545,878.57	\$ 545,878.56	\$ 545,878.56	\$ 545,878.56	\$ 545,878.56
B. RECEIPTS													
Principal Apportionment	8010-8019	\$ 69,201.92	\$ 69,201.92	\$ 69,201.92	\$ 69,201.92	\$ 69,201.92	\$ 69,201.92	\$ 69,201.92	\$ 69,201.92	\$ 69,201.92	\$ 69,201.92	\$ 69,201.92	\$ 69,201.92
Miscellaneous Funds	8080-8099												
Federal Revenue	8100-8299	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75	\$ 92,536.75
Other State Revenue	8300-8599	\$ 40,282.00	\$ 40,282.00	\$ 40,282.00	\$ 40,282.00	\$ 40,282.00	\$ 40,282.00	\$ 40,282.00	\$ 40,282.00	\$ 40,282.00	\$ 40,282.00	\$ 40,282.00	\$ 40,282.00
Other Local Revenue	8600-8799	\$ 104,729.83	\$ 104,729.83	\$ 104,729.83	\$ 104,729.83	\$ 104,729.83	\$ 104,729.83	\$ 104,729.83	\$ 104,729.83	\$ 104,729.83	\$ 104,729.83	\$ 104,729.83	\$ 104,729.83
Interfund Transfers In	8910-8929	\$ 148,042.25	\$ 148,042.25	\$ 148,042.25	\$ 148,042.25	\$ 148,042.25	\$ 148,042.25	\$ 148,042.25	\$ 148,042.25	\$ 148,042.25	\$ 148,042.25	\$ 148,042.25	\$ 148,042.25
TOTAL RECEIPTS		\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75
C. DISBURSEMENTS													
Certificated Salaries	1000-1999	\$ 148,391.05	\$ 148,391.05	\$ 148,391.05	\$ 148,391.05	\$ 148,391.05	\$ 148,391.05	\$ 148,391.05	\$ 148,391.05	\$ 148,391.05	\$ 148,391.05	\$ 148,391.05	\$ 148,391.05
Classified Salaries	2000-2999	\$ 81,899.07	\$ 81,899.07	\$ 81,899.07	\$ 81,899.07	\$ 81,899.07	\$ 81,899.07	\$ 81,899.07	\$ 81,899.07	\$ 81,899.07	\$ 81,899.07	\$ 81,899.07	\$ 81,899.07
Employee Benefits	3000-3999	\$ 160,224.21	\$ 160,224.21	\$ 160,224.21	\$ 160,224.21	\$ 160,224.21	\$ 160,224.21	\$ 160,224.21	\$ 160,224.21	\$ 160,224.21	\$ 160,224.21	\$ 160,224.21	\$ 160,224.21
Books & Supplies	4000-4999	\$ 6,916.67	\$ 6,916.67	\$ 6,916.67	\$ 6,916.67	\$ 6,916.67	\$ 6,916.67	\$ 6,916.67	\$ 6,916.67	\$ 6,916.67	\$ 6,916.67	\$ 6,916.67	\$ 6,916.67
Services	5000-5999	\$ 19,948.92	\$ 19,948.92	\$ 19,948.92	\$ 19,948.92	\$ 19,948.92	\$ 19,948.92	\$ 19,948.92	\$ 19,948.92	\$ 19,948.92	\$ 19,948.92	\$ 19,948.92	\$ 19,948.92
Other Outgo	7000-7499	\$ 37,412.83	\$ 37,412.83	\$ 37,412.83	\$ 37,412.83	\$ 37,412.83	\$ 37,412.83	\$ 37,412.83	\$ 37,412.83	\$ 37,412.83	\$ 37,412.83	\$ 37,412.83	\$ 37,412.83
TOTAL DISBURSEMENTS		\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75	\$ 454,792.75
D. BALANCE SHEET TRANSACTIONS													
Assets													
Accounts Receivable	9200-9299												\$ -
Subtotal Assets													\$ -
Liabilities													
Accounts Payable	9500-9599												\$ -
Unearned Revenues	9650												\$ -
Subtotal Liabilities													\$ -
TOTAL BALANCE SHEET TRANSACTIONS		\$ -	\$ -										\$ -
E. NET INCREASE/DECREASE		\$ (0.00)	\$ (0.00)	\$ (0.00)	\$ (0.00)	\$ (0.00)	\$ (0.00)	\$ (0.00)	\$ (0.00)	\$ (0.00)	\$ (0.00)	\$ (0.00)	\$ (0.00)
F. ENDING CASH		\$ 545,878.59	\$ 545,878.58	\$ 545,878.58	\$ 545,878.58	\$ 545,878.57	\$ 545,878.57	\$ 545,878.57	\$ 545,878.56	\$ 545,878.56	\$ 545,878.56	\$ 545,878.56	\$ 545,878.55

## F. Financial Plan (MYP)

Golden Gate Community Charter  
Budget Projection Fiscal Years 2025-2027

<b>A. Revenues</b>		<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>
8011	LCFF	\$ 595,977	\$ 608,880	\$ 634,542
8012	EPA APPORT	\$ 9,644	\$ 9,644	\$ 9,644
8096	TRANSF TO CHARTER SCH IN LIEU	\$ 186,237	\$ 186,237	\$ 186,237
<b>8010-8099</b>	<b>LCFF Sources</b>	<b>\$ 791,858</b>	<b>\$ 804,761</b>	<b>\$ 830,423</b>
8290	ESSA-SCH IMPROVEMENT CSI	\$ 163,444	\$ -	\$ -
8290	IASA-TITLE 1 BASIC GRANT LOW	\$ 1,110,441	\$ 1,110,441	\$ 1,110,441
<b>8100-8299</b>	<b>Federal Revenue</b>	<b>\$ 1,273,885</b>	<b>\$ 1,110,441</b>	<b>\$ 1,110,441</b>
8550	MANDTD CST	\$ 3,848	\$ 3,848	\$ 3,848
8560	LOTTERY	\$ 32,000	\$ 32,000	\$ 32,000
8590	K-12 STRONGWORK FORCE	\$ 320,001	\$ 322,111	\$ 270,918
8590	STRS ON BEHALF	\$ 176,618	\$ 176,618	\$ 176,618
<b>8300-8599</b>	<b>Other State Revenue</b>	<b>\$ 532,467</b>	<b>\$ 534,577</b>	<b>\$ 483,384</b>
8699	ALL OTHR LOC REV	\$ 110,918	\$ 112,369	\$ 113,849
8710	TUITION	\$ 938,167	\$ 1,114,469	\$ 1,142,909
<b>8600-8799</b>	<b>Other Local Revenue</b>	<b>\$ 1,049,085</b>	<b>\$ 1,226,838</b>	<b>\$ 1,256,758</b>
	<b>Total Revenues</b>	<b>\$ 3,647,295</b>	<b>\$ 3,676,617</b>	<b>\$ 3,681,006</b>

<b>B. Expenditures</b>				
1110	MONTHLY-TCHR	\$ 1,231,588	\$ 1,199,604	\$ 1,211,600
1170/60/80	EXTENDED YEAR/SUBS/HOURLY TEACHER	\$ 58,222	\$ 58,804	\$ 59,392
1210	MONTHLY-PUPIL SUPP	\$ 143,799	\$ 145,237	\$ 146,689
1310	MONTHLY-SUPRV/ADM	\$ 355,858	\$ 359,417	\$ 363,011
<b>1000-1999</b>	<b>Certificated Salaries</b>	<b>\$ 1,789,467</b>	<b>\$ 1,763,062</b>	<b>\$ 1,780,693</b>
2110	MONTHLY-INSTR AIDES	\$ 365,338	\$ 372,645	\$ 380,098
2160/80	EXTENDED YEAR/HOURLY AIDES	\$ 4,699	\$ 4,793	\$ 4,889
2210	MONTHLY-CLASS SUPP	\$ 430,083	\$ 438,685	\$ 447,458
2250	O/T-CLASS SUPP	\$ 3,500	\$ 3,570	\$ 3,641
2310	MONTHLY-SUPRV/ADM	\$ 3,672	\$ 3,745	\$ 3,820
2410	MONTHLY-CLER/TECH	\$ 86,885	\$ 88,623	\$ 90,395
2420	COMPUTER TECH SUPPORT	\$ 43,449	\$ 44,318	\$ 45,204
2450/70	OVERTIME/SUB TECH SUPPORT	\$ 7,000	\$ 7,140	\$ 7,283

<b>2000-2999</b>	<b>Classified Salaries</b>	\$ 944,626	\$ 963,519	\$ 982,789
310X	CALSTRS	\$ 481,660	\$ 478,844	\$ 491,827
320X	CALPERS	\$ 304,819	\$ 313,964	\$ 323,382
330X	SOCIAL SECURITY/MEDICARE	\$ 109,850	\$ 113,146	\$ 116,540
340X	HEALTH & WELFARE	\$ 771,899	\$ 795,056	\$ 818,908
350X	UNEMPLOYMENT (SUI)	\$ 1,370	\$ 1,411	\$ 1,453
360X	WORKERS COMPENSATION	\$ 53,280	\$ 54,878	\$ 56,525
37XX	OTHER POST EMPLOYMENT BENEFITS	\$ 87,148	\$ 89,762	\$ 92,455
390X	OTHER BENEFITS	\$ 20,360	\$ 20,971	\$ 21,600
<b>3000-3999</b>	<b>Benefits</b>	\$ 1,830,386	\$ 1,868,032	\$ 1,922,691
43XX	MATERIALS & SUPPLIES	\$ 71,182	\$ 71,500	\$ 83,000
<b>4000-4999</b>	<b>Materials and Supplies</b>	\$ 71,182	\$ 71,500	\$ 83,000
5200/5300	TRAVEL & CONF	\$ 26,500	\$ 20,000	\$ 15,500
5510/20/30	UTILITIES	\$ 56,000	\$ 56,000	\$ 56,000
5540	PEST CONTROL	\$ 1,000	\$ 1,000	\$ 1,000
5560	BOTTLED WATER	\$ 500	\$ 500	\$ 500
5570	SECURITY/ALARM	\$ 2,500	\$ 2,500	\$ 2,500
5580	BUILDING/FACILITY PERMIT	\$ 1,000	\$ 1,000	\$ 1,000
5600	RNTL LEASE REPAIR & NONCAP.IMP	\$ 60,500	\$ 60,500	\$ 60,500
5850/45	TRANSPORTATION	\$ 3,600	\$ 3,600	\$ 3,600
5870/20	CONTRACT SVC	\$ 236,545	\$ 126,855	\$ 63,787
5900/20	COMMUNICATIONS	\$ 37,200	\$ 37,200	\$ 35,000
<b>5000-5999</b>	<b>Other Operating Expenditures</b>	\$ 425,345	\$ 309,155	\$ 239,387
7350	INTRFD DIR/SUPP IND CSTS	\$ 358,684	\$ 467,785	\$ 448,954
<b>7300-7399</b>	<b>Indirect Program Cost</b>	\$ 358,684	\$ 467,785	\$ 448,954
	<b>Total Expenditures</b>	\$ 5,419,690	\$ 5,443,052	\$ 5,457,513
<b>C. Excess (Deficiency) of Rev over Exp</b>		<b>\$ (1,772,395)</b>	<b>\$ (1,766,435)</b>	<b>\$ (1,776,507)</b>
<b>D. Other Financing Sources/Uses</b>				
8919	OTH AUTH INTFD TRANS IN	\$ 1,770,529	\$ 1,766,435	\$ 1,776,507
	<b>Total Other Fin. Sources/Uses</b>	<b>\$ 1,770,529</b>	<b>\$ 1,766,435</b>	<b>\$ 1,776,507</b>
<b>E. Net Increase (Decrease) in Fund Balance</b>		<b>\$ (1,866)</b>	<b>\$ (0)</b>	<b>\$ (0)</b>
<b>F. FUND BALANCE</b>				
	BEGINNING BALANCE	\$ 504,407	\$ 502,541	\$ 502,541
	ENDING FUND BALANCE	\$ 502,541	\$ 502,541	\$ 502,541