



Golden Valley Charter Schools  
Regular Meeting of the Board of Trustees  
6550 Filbert Ave.  
Orangevale, CA 95662

June 5, 2024

**Board Meeting Access Information**

**Date:** Wednesday, June 5, 2024  
**Time:** 4:30 p.m.  
**Primary Location:** Golden Valley Orchard, Room 9, 6550 Filbert Ave, Orangevale, CA 95662

**Remote Location:** **Golden Valley River School, Library, 9601 Lake Natoma Dr, Orangevale, CA 95662**

**Zoom Link:** **Topic: BOT 2024.0605**  
**Time: Jun 5, 2024 04:30 PM Pacific Time (US and Canada)**

**Join Zoom Meeting**  
<https://us02web.zoom.us/j/81699928726?pwd=RkyF7usFlearG1rEqpN67baDkJD Npp.1>

**Meeting ID: 816 9992 8726**  
**Passcode: 958279**

**One tap mobile**  
**+16694449171,,81699928726#,,,,\*958279# US**

**Dial by your location**  
**• +1 669 444 9171 US**

**Meeting ID: 816 9992 8726**  
**Passcode: 958279**

**Find your local number: <https://us02web.zoom.us/j/81699928726>**

*This meeting is being conducted in person and will be available to the public via teleconference through the Zoom platform.*

*Members of the public who wish to comment during the Board meeting may do so in person at the primary meeting location, a remote meeting location, or use the “raise hand” tool on the Zoom platform. Members of the public may also email their comments to the Board at [bot@gvcharter.org](mailto:bot@gvcharter.org); emailed comments will be summarized by the board chair. Individual comments are limited to three (3) minutes. The Board will limit the total time for public comment to fifteen minutes. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.*

*Disability Accommodations. A person with a disability may contact the central office at (916) 597-1477, or email the board at [bot@gvcharter.org](mailto:bot@gvcharter.org) at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.*

June 5, 2024

Regular Meeting Agenda

1. **Call to Order** – 4:30p.m. *(K. Gerski-Keller)*
  
2. **Roll Call** – 4:30 p.m.  
**Board Members:** Katie Gerski-Keller, Adam Errington, Ekaterina Khmelniker, Stephen Quadro, Meredith Willsen.
  
3. **Board Member Exigencies and Remote Attendance** – 4:31 p.m. *(K. Gerski-Keller)*  
**Action:** Shall the board approve any board members to participate in this board meeting from a remote location due to unexpected emergencies per AB 2449?  
**Information:** Members must publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and if so, the general nature of the member’s relationship with any such individuals; and ensure their meeting participation using both visual and audio technology.
  
4. **Flag Salute/Quote/Moment of Silence** – 4:35 p.m. *(C. Buckley)*
  
5. **Public Comment** – 4:35 p.m.  
This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes.
  
6. **Consent Agenda**– 4:50 p.m. *(K. Gerski-Keller)*  
All items listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless a member of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Executive Director recommends approval of all Consent Agenda items.  
**Action:** Shall the Board approve the following items by consent?
  - 6.1 ***Shall the board approve the May 8, 2024, Regular Meeting Minutes?***
  - 6.2 ***Shall the board approve the May 22, 2024, Regular Meeting Minutes?***
  - 6.3 ***Shall the board approve the 2024/2025 Consolidated Application for Golden Valley Orchard School?***
  - 6.4 ***Shall the board approve the 2024/2025 Consolidated Application for Golden Valley River School?***
  - 6.5 ***Shall the board approve Golden Valley Orchard School’s (GVOS) 2024/2025 Local Control Accountability Plan (LCAP)?***
  - 6.6 ***Shall the board approve Golden Valley River School’s (GVRV) 2024/2025 Local Control Accountability Plan (LCAP)?***

June 5, 2024

7. **2024/2025 Budget for Golden Valley Orchard (GVOS)** – 4:55 p.m. *(S. Lefkowitz)*  
Action/Discussion: Shall the board approve the 2024/2025 budget for Golden Valley Orchard School?
8. **2024/2025 Budget for Golden Valley River (GVR)** – 5:10 p.m. *(S. Lefkowitz)*  
Action/Discussion: Shall the board approve the 2024/2025 budget for Golden Valley River School?
9. **Grow Schools Facility Proposal** – 5:25 p.m. *(C. Buckley)*  
Discussion: The board shall discuss a total project proposal from Grow Schools for the construction or renovation of a new school campus.  
Action: Shall the board approve an initial contract with Grow Schools for phase one of new project feasibility and design?
10. **Golden Valley Orchard, Local Indicators** – 6:05 p.m. *(C. Buckley)*  
Discussion: The board shall discuss the Local Indicators for Golden Valley Orchard School.
11. **Golden Valley River, Local Indicators** – 6:15 p.m. *(C. Buckley)*  
Discussion: The board shall discuss the Local Indicators for Golden Valley River School.
12. **Executive Reports** – 6:25 p.m.  
Board Chair Report: Board of Trustees Chair, Katie Gerski-Keller, will present items of interest to the board.  
Executive Director Report: Executive Director, Caleb Buckley, will present items of interest to the board.
13. **Recitation of the Motto of the Social Ethic** – 6:45 p.m.  
The healing social life is found  
When in the mirror of each human soul  
The whole community finds its reflection,  
And when, in the community,  
The virtue of each one is living.
14. **Adjournment of the meeting** – 6:46 p.m. *(K. Gerski-Keller)*

May 8, 2024

Regular Meeting Minutes

1. **Chair Katie Gerski-Keller called the meeting to order at 4:30 p.m.**
2. **Roll Call**  
**Board Members Present:** Katie Gerski-Keller, Ekaterina Khmelniker, Stephen Quadro, Meredith Willsen.  
**Board Members Absent:** Adam Errington.  
**Guests:** Caleb Buckley, Amala Easton, AJ Lacoste, Heather Peery, Jennifer Evans, Anna Rainville, Becky Page, Jennifer Hoover.
3. **Board Member Exigencies and Remote Attendance**  
**Action:** Shall the board approve any board members to participate in this board meeting from a remote location due to unexpected emergencies per AB 2449?

**TABLED/NO VOTE**

4. **Flag Salute/Quote/Moment of Silence** – Executive Director Caleb Buckley read the Perseverance Virtue card.
5. **Public Comment**  
There were no public comments at Orchard, River, or via the Zoom platform.
6. **Consent Agenda**–  
**Action:** Shall the Board approve the following items by consent?
  - 6.1 ***It was moved by Stephen Quadro and seconded by Meredith Willsen that the board approve the April 10, 2024, Regular Meeting Minutes.***  
***(Ayes: 3, Noes: 0, Abstain: 1, E. Khmelniker)***  
  
It was moved by Stephen Quadro and seconded Meredith Willsen that the Board approve the following items by consent.  
  
***(Ayes: 4, Noes: 0, Abstain: 0)***
  - 6.2 ***The board approved a revised salary schedule for exempt employees.***
  - 6.3 ***The board approved a revised salary schedule for non-exempt employees.***
7. **2024/2025 Budget for Golden Valley Orchard (GVOS)** –  
The board discussed the 2024/2025 budget for Golden Valley Orchard School.
8. **2024/2025 Budget for Golden Valley River (GVRs)** –  
The board discussed the 2024/2025 budget for Golden Valley River School.

May 8, 2024

9. **Local Revenue**

The board discussed local revenue generated by donations to Golden Valley Educational Foundation.

10. **Good Schools Proposal –**

The board received a presentation by Grow Schools for building a new site for Golden Valley Orchard. The board would like a formal proposal from Grow Schools.

11. **Faculty Reports –**

**Faculty Chair Report, Orchard:** Orchard Faculty Chair, Heather Peery, presented items of interest to the board.

**Faculty Chair Report, River:** River Faculty Chair, AJ Lacoste, presented items of interest to the board.

12. **Executive Reports –**

**Board Chair Report:** Board of Trustees Chair, Katie Gerski-Keller, presented items of interest to the board.

**Executive Director Report:** Executive Director, Caleb Buckley, presented items of interest to the board.

13. **Closed Session: Public Employee Performance Evaluation –**

The board went into closed session to discuss the annual review of the Executive Director of Golden Valley Charter Schools pursuant to § 54957.

Shall the board approve an employment contract for the Executive Director for July 1, 2024-June 30, 2027?

**TABLED/NO VOTE**

14. **The board recited the Motto of the Social Ethic.**

15. **Chair Katie Gerski-Keller adjourned the meeting at 7:17 p.m.**

*Respectfully submitted by Amala Easton.*

---

Katie Gerski-Keller, Chair

---

Date

May 22, 2024

Regular Meeting Minutes

1. **Chair Katie Gerski-Keller called the meeting to order at 4:40 p.m.**
2. **Roll Call** – 4:30 p.m.  
**Board Members Present:** Katie Gerski-Keller, Adam Errington, Ekaterina Khmelniker (arrived at 5:01 p.m.), Meredith Willsen.  
**Board Members Absent:** Stephen Quadro  
**Guests:** Caleb Buckley, Amala Easton, AJ Lacoste, Heather Peery, Jennifer Hoover, Becky Page, Anna Rainville, Ryan Sutton (remote).
3. **Board Member Exigencies and Remote Attendance** –  
**Action:** Shall the board approve any board members to participate in this board meeting from a remote location due to unexpected emergencies per AB 2449?  
**Information:** Members must publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and if so, the general nature of the member’s relationship with any such individuals; and ensure their meeting participation using both visual and audio technology.

**TABLED/NO VOTE**

4. **Flag Salute/Quote/Moment of Silence** – Executive Director Caleb Buckley read the Endurance virtue card.
5. **Public Comment** –  
There were no public comments at Orchard School or River School.  
  
Joanne Ahola (Zoom) made a public comment regarding board participation.
6. **GVOS Local Control Accountability Plan PUBLIC HEARING** –  
The board chair opened a public hearing at 4:42 p.m. to receive public comments on Golden Valley Orchard School’s (GVOS) Local Control Accountability Plan (LCAP).

Jennifer Hoover presented information on the Golden Valley Orchard School Local Control Accountability Plan (LCAP).

Meredith Wilson made a comment regarding Orchard’s chronic absenteeism rate.

Joanne Ahola made a comment regarding the Folsom Cordova School District’s approach to chronic absenteeism.

There were no other public comments.

***Chair Katie Gerski-Keller closed the public hearing.***

May 22, 2024

7. **GVRs Local Control Accountability Plan PUBLIC HEARING –**

The board chair opened a public hearing to receive public comments on Golden Valley River School's (GVRs) Local Control Accountability Plan (LCAP).

There were no public comments.

*Chair Katie Gerski-Keller closed the public hearing.*

8. **2024/2025 Budget for Golden Valley Orchard (GVOS) –**

The board discussed the 2024/2025 budget for Golden Valley Orchard School.

9. **2024/2025 Budget for Golden Valley River (GVRs) –**

The board discussed the 2024/2025 budget for Golden Valley River School.

10. **Faculty Reports –**

**Faculty Chair Report, Orchard:** Orchard Faculty Chair, Heather Peery, presented items of interest to the board.

**Faculty Chair Report, River:** River Faculty Chair, AJ Lacoste, presented items of interest to the board.

11. **Executive Reports –**

**Board Chair Report:** Board of Trustees Chair, Katie Gerski-Keller, presented items of interest to the board.

**Executive Director Report:** Executive Director, Caleb Buckley, presented items of interest to the board.

12. **Public Employee Contract –**

It was moved by Adam Errington and seconded by Meredith Wilsen that the board approve an employment contract for the Executive Director for July 1, 2024-June 30, 2027.

***(Ayes: 4, Noes: 0, Abstain: 0)***

13. **The board recited the Motto of the Social Ethic.**

14. **Chair Katie Gerski-Keller adjourned the meeting at 5:24 p.m.**

*Respectfully submitted by Amala Easton.*

---

**Katie Gerski-Keller, Chair**

---

**Date**

**FIXED TERM EMPLOYMENT AGREEMENT BETWEEN  
GOLDEN VALLEY CHARTER SCHOOLS  
AND  
CALEB J. BUCKLEY**

THIS EMPLOYMENT AGREEMENT (“Agreement”) is made and entered into as of the date fully executed by and between the Board of Trustees (“Board”) of the Golden Valley Charter Schools, an independent public charter school (“GVCS” or “the Charter School”) and Caleb Joseph Buckley (“Caleb Buckley” or “Employee”).

RECITALS

The GVCS Charter document authorizes the Board to hire the Employee to assist the Board and to carry out the duties and functions set forth herein as the EXECUTIVE DIRECTOR DUTIES.

The Board wishes to hire Caleb Buckley as Executive Director and Caleb Buckley wishes to serve as Executive Director of GVCS. The Board and Caleb Buckley wish to formalize the employment relationship pursuant to the terms and conditions set forth in this Agreement.

Accordingly, in consideration of the foregoing recitals and the mutual terms, conditions and covenants contained herein; the parties hereby agree as follows:

AGREEMENT

1. **EMPLOYMENT.** The Board hereby engages the services of the Employee as the Executive Director of GVCS. The Employee accepts the offer of employment as outlined herein and agrees to perform all of the duties commensurate to the position under the supervision and direction of the Board.
2. **TERM OF EMPLOYMENT.** Subject to Paragraph 11 contained herein, the Board hereby employs the Employee to serve as Executive Director for a definite term of three (3) years, beginning July 1, 2024 and ending June 30, 2027.

If the Employee is intending to pursue other employment, he shall notify the Board of such intent as soon as possible. If Employee is actively seeking other employment, he shall notify the Board of such activity no later than the first regular meeting in January of the school year of resignation.

3. **COMPENSATION.** In exchange for the Employee’s services as Executive Director, the Employee shall be compensated at the rate of \$159,880 gross annual salary from which GVCS shall withhold all statutory and other authorized deductions. The Employee’s annual salary will be paid in 24 equal installments. The Employee’s gross annual salary will be reviewed by the Board on an annual basis and may be increased at the Board’s discretion. The Executive Director’s position is management/salaried and, as such, Employee is considered an exempt employee and not subject to hourly limitations, state or federal overtime laws, or statutes relating to compensatory time off.



4. **BENEFITS.**

- a. **Health Benefits.** The Employee shall be entitled to participate in designated employee benefit programs and plans established by GVCS for the benefit of its employees, subject to any program and eligibility requirements, including health, dental, vision and retirement benefits.
- b. **Vacation Leave.** The Employee shall be provided 1 monthly, 12 annual, PTO (Paid Time Off) days per year as provided to all other full-time employees. According to the GVCS PTO policy, once the maximum numbers of days has been accrued, the balance will be paid out on June 30 of each year. The Employee shall have the same number of vacation days as other full-time employees as annually approved by the Board.

5. **WORK YEAR.** In accordance with the term of this Agreement, the Employee shall be required to work a minimum of 221 days throughout each year.

6. **EXECUTIVE DIRECTOR DUTIES.** The Employee shall perform the duties of Executive Director as directed by the Board, Board Policy, the requirements, mandates and procedures prescribed by GVCS's Charter, and as further described and set forth below. The Employee understands and agrees that the Board may, in its sole discretion, from time to time amend current Board Policy and the duties and responsibilities set forth below.

- a. **General Duties.** The Employee shall perform those duties as prescribed by the laws of the state of California and the Charter School's Executive Director Job Description attached hereto and incorporated herein as **Exhibit A**. The Employee shall act as Chief Executive Officer of the Charter School Management Organization and shall have primary responsibility for execution of Board Policy and maintaining compliance with the state Charter Schools Act, GVCS's Charter and any ancillary document between the charter-granting authority and the Charter School. The Employee, under general direction of the Board, shall be the general manager of the Charter Schools and Central Office and shall supervise and control the Charter School activities, manage its business affairs, and supervise and oversee its employees and contractors.
- b. **Personnel Matters.** Subject to Board oversight and review as set forth in Board Policy concerning personnel hiring and firing, and except where superseded or precluded by any Memorandum of Understanding or policy concerning conflict of interest, the Employee shall be responsible for all personnel matters, including the selection, assignment, transfer and dismissal of employees.
- c. **Student Discipline and Special Education Matters.** The Employee shall have primary authority and responsibility regarding all Student Discipline and Special Education matters.
- d. **Administrative Functions.** The Employee, as Chief Executive Officer, shall: (1) review and undertake all specified duties and responsibilities consistent with the policies adopted by the Board and make appropriate recommendations to the Board with respect to school operations and management; (2) undertake periodic evaluations of all GVCS employees; (3) advise the Board on sources of funds, including grants,

that might be available to implement present or contemplated Charter School programs; (4) support the search for new leadership; (5) serve as liaison to the Board with respect to all matters of employee relations; (6) recommend to the Board new or modified goals and objectives of the Charter Schools; (7) unless unavoidably detained, attend all regular and special meetings of the Board. Unless otherwise determined by the Board, the Employee, as Chief Executive Officer, shall be a de facto member of all Board and Administrative committees and shall attend meetings of such committees at his discretion.

7. **EVALUATION.** The Board will conduct an annual performance evaluation in writing to be presented to the Employee. The evaluation shall be based on the job description and incorporate feedback gathered from a confidential annual employee survey. The Board will evaluate and discuss the performance of the Employee during the term of the Agreement. The written evaluation shall be delivered to the Employee and a copy of the evaluation shall be placed in the Employee's personnel file. The Employee's written comments shall be filed with the evaluation.
8. **CLEARANCES/LICENSURE/CREDENTIALS.** The Employee understands that his employment is contingent upon obtaining, maintaining and verification of any applicable licensure credentials, including but not limited to current CPR and First Aid certificates, current negative TB test results and clear Live Scan reporting.
9. **CHILD ABUSE REPORTING.** California Penal Code §11166 requires any child care custodian who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information regarding the incident. By executing this Agreement, the Employee is certifying that he has knowledge of California Penal Code §11166 and will comply with its provisions.
10. **CONFLICTS OF INTEREST.** The Employee understands that, while employed by GVCS, he will have access to confidential and proprietary information. The Employee shall not maintain employment or contracts for employment or engage in any consultant or independent contractor relationship with any other agency or school that will in any way conflict with his employment with GVCS.
11. **TERMINATION OF CONTRACT.** This Agreement may be terminated upon any of the following events:
  - i. Mutual written agreement of the parties;
  - ii. Retirement, legal incapacity, or death;
  - iii. Resignation by the Employee, provided however that, absent extraordinary circumstances which would otherwise create an undue and unreasonable burden to him, in the event the Employee resigns prior to the expiration of the term of this Agreement, he shall provide GVCS no less than 60-days advance notice of such resignation
  - iv. Early Termination without cause. The Board may unilaterally and without cause or advance notice terminate this Agreement. In consideration of the Board's right to terminate the Agreement, the Board, in exercising that right, shall pay to the Employee an amount equal to the lesser of: six

months' salary or (ii) the salary payable under this Agreement for the remainder of its term;

- v. **Termination for cause.** The Employee may be terminated by the Board at any time for cause. In addition, Employee may be disciplined (e.g. reprimand, suspension without pay) for cause during the term of this Agreement. "Cause" shall include, but is not limited to: breach of this Agreement; neglect of duty or failure to perform competently the duties and responsibilities described herein; dishonesty; misconduct; insubordination; discourteous or unprofessional treatment of the public, staff or pupils; improper disclosure of confidential information; criminal conviction or conduct constituting moral turpitude.

- a. Prior to termination for cause, the Employee shall be provided with a statement of charges and given an opportunity to respond orally or in writing to such charges. The Employee shall be entitled to appear personally before the Board to present any evidence or testimony to contest the statement of charges. If the Employee chooses to be accompanied by legal counsel at such meeting, the Employee shall bear any cost therein involved. The Employee shall be provided a written decision setting forth the final decision of the Board with respect to the charges contested. Such decision of the Board shall be final and, if the Board affirms its prior determination to discharge, this Agreement will terminate effective as of the date of that prior determination.
- b. During the pendency of any disciplinary proceedings, the Board reserves the right to place the Employee on paid administrative leave status.

12. **NON-RENEWAL OF AGREEMENT BY BOARD.** In its sole discretion, the Board may renew or not renew this Agreement. This Agreement shall lapse by its own terms unless renewed or extended by the Board.

13. **PROFESSIONAL MEETINGS.** The Employee is expected to attend appropriate professional meetings at local, state, and/or national levels and to periodically report to the Board on his appraisal of such meetings.

14. **EXPENSE REIMBURSEMENT.** The Charter School shall reimburse the Employee for the actual and reasonably necessary expenses incurred by the Employee within the scope of employment so long as such expenses are permitted by Charter School policy or incurred with prior approval of the Board. For reimbursement, the Employee shall submit an expense claim

### 13. **GENERAL PROVISIONS**

- a. **Governing Law and Venue.** This Agreement contains the rights and obligations of the parties and shall be governed by and construed in accordance with the laws of the state of California. The parties also agree that, in the event of any mediation, arbitration or litigation to enforce, interpret, or otherwise arising out of this Agreement, the venue shall be Sacramento County, California.

- b. **No Assignment.** The Employee shall not assign or transfer any rights or benefits granted by, or obligations or responsibilities assumed under, this Agreement.

- c. **Waiver.** The failure by one party to require performance of any provision shall not affect that party's right to require performance at any time thereafter, nor shall a waiver of any breach or default of this Agreement constitute a waiver of any subsequent breach or default or a waiver of the provision itself.
- d. **Amendments.** No addition to, or modification of, any provision contained in this Agreement shall be effective unless fully set forth in writing and signed by the authorized representative of both of the parties hereto.
14. **INTERPRETATION AND INDEPENDENT REVIEW.** The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein and no presumption shall arise concerning the draftsman of such provision.
15. **REQUIRED CONTRACT PROVISIONS.** The following provisions are required to be included in this Agreement by the California Government Code:
- a. **Limitations on Cash Settlement.** Upon termination of this Agreement, in no case shall the maximum cash settlement paid to Employee exceed an amount equal to his monthly salary multiplied by the number of months left on the unexpired term of the contract. However, if the unexpired term of the contract is greater than 18 months, the maximum cash settlement shall be an amount equal to the monthly salary of the employee multiplied by 18.
- b. **Required Reimbursement.** The Employee shall be required to reimburse GVCS for any salary or fees he receives from GVCS in relation to his placement on paid administrative leave pending criminal charges if he is convicted of a crime involving the abuse of his office/position. Regardless of the term of this Agreement, if the Agreement is terminated, the Employee must reimburse GVCS for any cash settlement he receives in relation to his termination if he is convicted of a crime involving the abuse of his office/position.
16. **SEVERABILITY.** If any term, provision, condition or covenant of this Agreement shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement shall not be affected thereby, and each term and provision of this Agreement shall be valid and enforceable to the fullest extent provided by law.
17. **ENTIRE AGREEMENT.** This Agreement supersedes any and all other Agreements, either oral or written, between the parties hereto with respect to the subject matter hereof, and no other Agreement, statement, representation or promise related to the subject matter of this Agreement which is not contained in this Agreement shall be valid or binding.
18. **EXECUTION OF COUNTERPARTS.** This Agreement may be executed in any number of counterparts, each of which when executed and delivered shall constitute a duplicate original, but all counterparts together shall constitute a single agreement.

19. **SIGNATURES.** In witness therein, we affix our signatures to this Agreement with the full and complete understanding of the relationship between the parties hereto.

**THE BOARD OF TRUSTEES OF GOLDEN VALLEY CHARTER SCHOOLS**

DATED: \_\_\_\_\_

By: \_\_\_\_\_

Chair, Board of Trustees

DATED: \_\_\_\_\_

By: \_\_\_\_\_

Executive Director

BOT 2024.05.22

**Golden Valley Orchard**  
**BOARD OF TRUSTEES AGENDA ITEM**  
**Action Item**

**RECOMMENDATION:** Approve the pursuit of 2024-25 Consolidated Application.

**BACKGROUND INFORMATION:**

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the application is submitted in the fall of each year and contains the school's entitlements for each funded program. Out of each state and federal program entitlement, districts can allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

**CURRENT INFORMATION:**

**Title I, Part A Basic Grant- ESSA**

Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.

**Title II, Part A, Teacher Quality**

Funds are designated to ensure compliance with professional development activities and to support teachers meeting state and ESSA credentialing requirements.

**Title IV. Part A, Student Support**

This program provides funding to improve students' academic achievement by increasing school district capacity to:

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

**Golden Valley River  
BOARD OF DIRECTORS AGENDA ITEM  
Action Item**

**RECOMMENDATION:** Approve the pursuit of 2024-25 Consolidated Application.

**BACKGROUND INFORMATION:**

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the application is submitted in the fall of each year and contains the school's entitlements for each funded program. Out of each state and federal program entitlement, districts can allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

**CURRENT INFORMATION:**

**Title I, Part A Basic Grant- ESSA**

Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.

**Title II, Part A, Teacher Quality**

Funds are designated to ensure compliance with professional development activities and to support teachers meeting state and ESSA credentialing requirements.

**Title IV. Part A, Student Support**

This program provides funding to improve students' academic achievement by increasing school district capacity to:

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

# 2023–24 Local Control and Accountability Plan Annual Update

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 Valley Orchard	Caleb Buckley Executive Director	cbuckley@goldenvalleycharter.org 916-597-1478

## Goals and Actions

### Goal

Goal #	Description
Goal 1	The school will provide students with appropriate learning conditions.

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers will be evaluated using the approved Golden Valley evaluation process and forms.	100% of teachers are evaluated. Due to the pandemic and distance learning, no teachers were formally observed in person during the 2020-21 school year.	100% of teachers were evaluated. All evaluated teachers achieved at least 75% of their evaluation in the "Meeting Expectation" range.	100% of teachers were evaluated. All evaluated class teachers achieved at least 75% of their evaluation in the "Meeting Expectation" range.	100% of teachers were evaluated. All evaluated class teachers achieved at least 75% of their evaluation in the "Meeting Expectation" range.	100% of teachers will be formally evaluated in person and will achieve 75% of their evaluation in the "Meeting Expectation" range.
2	Attendance rate of teachers attending professional development opportunities.	Due to the pandemic, professional development was offered online through a video	Over 95% of teachers attended professional development opportunities offered in 2021-22.	Over 95% of teachers attended professional development opportunities offered in 2022-23.	Over 95% of teachers attended professional development opportunities offered in 2023-24.	95% of full-time teachers will attend annual professional development opportunities in person.



		conference platform or online self-study during the 2020-21 school year.				
3	Monitoring teachers' credential status.	91% of teachers currently hold a preliminary or clear California teaching credential.	80% of the teachers hold a preliminary or clear credential, while 20% hold an internship credential.	90% of the teachers hold a preliminary or clear credential, while 10% hold an internship credential.	86.7% of teachers hold a preliminary or clear California teaching credential, 6.7% of teachers is teaching out-of-field for their cleared California credential area, and 6.7% hold and internship credential.	100% of teachers will hold a California preliminary or clear teaching credential.

## Goal Analysis

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

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

No substantive difference between planned and actual implementation of actions.

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.

One difference in expenditures was with the Teaching Staff action. The school expanded and opened an additional kindergarten and first grade classroom. This resulted in higher than planned expenditures for the current school year. Lastly, expenditures for the Waldorf Teacher Training action were higher than anticipated due to more staff than planned participating in the last portion of the Waldorf training that necessitate much high travel expenses and tuition.

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

The actions were effective in making progress toward the anticipated end result of most metrics. One area where the school did not meet the anticipated outcomes was for monitoring teacher credential statuses. With the statewide teacher shortage the school has had to employ teachers in internship programs and these teachers lack a preliminary or clear credential. The school has also had to utilize teachers that are teaching out-of-field for their given CA credential in order to provide accelerated math classes to middle school students. This also resulted in the school not meeting the goal of having 100% of teachers holding a preliminary or clear CA credential for their current teaching assignment.

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

Moving forward Goals 1 and 2 will be combined into one goal with more comprehensive metrics and actions. Actions will be more focused and specific to meet the specific needs of students as data reflects a need.

## Goal

Goal #	Description
Goal 2	The school will provide a high-quality educational system and comprehensive instructional public Waldorf inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability targets.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Smarter Balanced Mathematics Assessment-average distance from standard	The 2020-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP per flexibilities granted by the SBE.	The 2020-21CAASPP was not administered, local assessments were used in lieu of the CAASPP. The 2021-22 CAASPP data will be reported in Year 2 Outcome.	On the 2022 Dashboard, school was 50.9 points below standard in mathematics.	On the 2023 Dashboard, school was 48.2 points below standard in mathematics.	The school will achieve and average distance from standard of 45.9 points below standard or higher in mathematics 2023 on the Dashboard.
2	Smarter Balanced ELA-average distance from standard	The 2019-20 CAASPP was not administered, local assessments were	The 2020-21CAASPP was not administered, local assessments	On the 2022 Dashboard, school was 10 points below standard in	On the 2023 Dashboard, school was 7.9 points below standard in	The school will achieve an average distance from standard score of 5

		used in lieu of the CAASPP.	were used in lieu of the CAASPP. The 2021-22 CAASPP data will be reported in Year 2 Outcome.	English Language Arts.	English Language Arts.	points below standard or higher in ELA on the 2023 Dashboard.
3	Broad Course of Study for all students including pupils with exceptional needs (local indicator). All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and account for the needs of individual students, including unduplicated students (i.e. English learners, low-income students, and foster youth) and students with disabilities.	In 2020-21, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2021-22, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2022-23, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2023-24, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.
4	Fastbridge ELA	2021 data will become the baseline.	For 2021-22, 69% of the students in grade 3-8 that were assessed scored at or above grade level in language arts on the	In 22-23, 70% of students assessed in grades 3-8 scored at or above grade level in language arts on the Fastbridge	In 23-24, 55.6% of students assessed in grades 3-8 scored at or above grade level in language arts on the Fastbridge	Maintain or improve performance as measured by Fastbridge Reading.

			Fastbridge aReading assessment. 58% of the students in grade 3-8 that were assessed scored at or above grade level in language arts on the Fastbridge AUTOREading assessment. This data is the baseline for the next two school years.	aReading assessment. 56% of students assessed scored at or above grade level on the Fastbridge AUTOREading assessment.	aReading assessment. 58.2% of students assessed scored at or above grade level on the Fastbridge AUTOREading assessment.	
5	Fastbridge Math	2021 data will become the baseline.	For 2021-22, 47% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge aMath assessment. 40% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge CBM Math Automaticity assessment. This data is the baseline for the next two school years.	In 22-23, 52% of students assessed in grades 3-8 scored at or above grade level in mathematics on the Fastbridge aMath assessment, and 41% of students assessed scored at or above grade level on the Fastbridge AUTOMath assessment.	In 23-24, 28.75% of students assessed in grades 3-8 scored at or above grade level in mathematics on the Fastbridge aMath assessment, and 54.2% of students assessed scored at or above grade level on the Fastbridge AUTOMath assessment.	Maintain or improve performance as measured by Fastbridge Math.

## Goal Analysis

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

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

There were no substantive difference in planned actions and actual implementation of these actions.

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.

The actual expenses related to the Educational Support action were considerably higher. Due to the increased behavioral and social emotional needs of the students coming out of the pandemic, the school had to bring in two contracted Registered Behavioral Technicians under the supervision of a Board-Certified Behavior Analyst to provided necessary support and interventions to students. The instructional materials and supplies costs were nearly double what was planned. While the school prioritized the funds available to each class teacher it did not anticipate the increased cost for the specialty class program and educational support program.

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

While the LEA did not meet the expected outcome for ELA and Mathematics on the Dashboard (metric 1 and 2) there was improvement from the baseline Dashboard data from 2022, therefore, the actions were effective in making progress toward the goal (a gain of 2.1 points in mathematics and 2.7 points in ELA).

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

The goal of the LEA moving forward will be to build upon the progress made in student achievement scores. Overall, the students are closing the learning loss that was the result of the pandemic. The LEA will aim to improve achievement scores for unduplicated pupils, students with exceptional needs, and chronically absent students as the achievement scores for these student groups have not increased at the rate of the whole student population of the LEA.

## Goal

Goal #	Description
Goal 3	The school will enhance parent engagement and improve communication among home and school stakeholders.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Provide Parent Enrichment opportunities to all parents.	In 2020-21, GVOS was able to offer 7 virtual parent enrichment opportunities on various relevant topics.	In 2021-22, GVOS was able to offer two virtual and one in-person parent enrichment opportunities on various relevant topics.	In 2022-23, GVOS was able to offer 3 parent enrichment opportunities on various relevant topics.	In 2023-24, GVOS was able to offer 2 parent enrichment opportunities on various relevant topics.	GVOS offered parent enrichment opportunities for all parents.
2	Maintain strong parent communication. Parent Communication will be measured by Aeries Communication/Parent Square at GVOS.	In 2020-21 100% of the school utilized Parent Square to communicate with families. The school also will be utilizing the Aeries platform starting in the 2021-22 school year.	In 2021-22 100% of the school utilized Parent Square to communicate with families. The school also will be utilizing the Aeries platform starting in the 2021-22 school year.	In 2022-23 100% of the school utilized Parent Square to communicate with families in conjunction with the Aeries Student Information System platform.	In 2023-24 100% of the school utilized Parent Square to communicate with families in conjunction with the Aeries Student Information System platform.	100% of school utilized Aeries Communication/Parent Square to communicate with Parents
3	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs.	Full Implementation according to the local indicator self-reflection tool Fall 2020 Dashboard.	Full Implementation according to the local indicator self-reflection tool Fall 2021 Dashboard.	Full Implementation according to the local indicator self-reflection tool Fall 2022 Dashboard.	Full Implementation according to the local indicator self-reflection tool Fall 2023 Dashboard.	Full Implementation according to the local indicator self-reflection tool Fall 2023 Dashboard.

## Goal Analysis

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

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

There were no substantive difference in planned actions and actual implementation of these actions.

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.

All planned budgeted expenditures were relatively close to the actual expenditures.

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

The actions were effective in meeting the desired outcomes listed for each of the metrics for this goal.

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

In the next LCAP cycle there will be an emphasis on collaborating with educational partners more to engage in discussion and collaboration to better meet the unique needs of identified student groups to support the continued improvement of students.

## Goal

Goal #	Description
Goal 4	The school will promote complete education, both academically and socially, by providing support systems to ensure that all students successfully access the curriculum.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Students in grade 5 and higher will participate annually in the GVOS feedback survey.	Students in grades 5-8 were provided with an opportunity to participate in the GVOS feedback survey via link in Google Classroom.	Students in grades 6-8 were provided with an opportunity to participate in the GVOS feedback survey.	All students in grades 5-8 were provided with an opportunity to participate in the GVOS feedback survey.	All students in grades 5-8 were provided with an opportunity to participate in the School Climate Survey.	Students in grades 5-8 will be provided with an opportunity to participate in the GVOS feedback survey.
2	Maintain 1% or lower suspension rate	.01% in 2020-21	The school had a suspension rate of 1.89% in 2021-22.	The school had a suspension rate of 2.15% in 2022-23--	The school had a suspension rate of 4.3% in 2023-24-an	1% or lower

				an increase of 0.26% from the previous year.	increase of 2.15% from the previous year.	
3	Decrease pupil chronic absenteeism rate annually between 0.1 to 0.3%	4.37%	34% as of May 2022-quarantines an isolations due to COVID-19 seriously impacted the 2021-22 chronic absenteeism rate.	As of May 2023, the chronic absenteeism rate is 30.1%--a decrease of 3.9%.	As of May 2023, the chronic absenteeism rate is 18.3%--a decrease of 11.8%.	4.07% or lower
4	Maintain student attendance above the 95% average.	97.442%	86% as of May 2022-quarantines an isolations due to COVID-19 seriously impacted the 2021-22 attendance rate.	91.6% as of May 2023	93.48% as of May 31, 2024	more than 95%

## Goal Analysis

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

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

There were no substantive difference in planned actions and actual implementation of these actions.

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.

The expenditures for actions 2,3, and 4 were higher than originally budgeted for. The cost for food and cost increased the actual expenditures for the meal program offered at the LEA substantially. Another large factor in the difference in cost was that the school does not have an operational cost and would not be able to run a more cost-effective self-operational meal program unless our authorizing district was willing and able to remodel the school kitchen. In Sacramento there is only one school meal vendor available, and the cost was considerable to the school due to transporting meals from out of town every day. The reimbursement for meals covered the cost of the meals but did not cover most of the operational costs associated with the meal program. The expenditures for the ELO program



were higher than anticipated mostly due to the need for additional staff to maintain program ratios as well as the addition of a position to oversee the program management. The costs for materials increased significantly over what was budgeted due to the increased student enrollment in the program. The Mindfulness Room budget underestimated the total personnel and materials cost for the management of the new program.

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

While the LEA did not meet the expected outcome for attendance rates there was vast improvement in this area. The attendance rates continue to improve each year and look more like pre-pandemic attendance rates. In the same respect, chronic absenteeism rates, while still high, have decreased significantly. From 22-23 to 23-24 the chronic absenteeism rate was reduced by nearly half. While there are programs and systems in place to help students with behavior and social emotional learning, the suspension rates continue to increase each year.

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

The LEA will continue to work towards improving attendance rates and chronic absenteeism rates annually. There will be a shift toward implementing early interventions with students categorized as being chronically absent. The LEA will continue it's work with behavioral intervention and supports, but will monitor and adjust actions to better support the students. The LEA will focus on student groups that have not shown progress at the same rate as the "overall" student group, such as homeless students, socioeconomically disadvantaged students, and students with disabilities.

## Goal

Goal #	Description
Goal 5	The school will have positive growth in math and language arts assessment scores for unduplicated pupils identified as socioeconomically disadvantaged.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	The school will increase the average distance from standard (DFS) points for	On the 2022 Dashboard, students identified as socioeconomically	The 2020-21 CAASPP was not administered, local assessments were used in lieu of	On the 2022 Dashboard, students identified as socioeconomically	On the 2023 Dashboard, students identified as socioeconomically	On the 2023 Dashboard, students identified as socioeconomically

	unduplicated pupils identified as socioeconomically disadvantaged by at least 5 points annually on the SBAC (CAASPP) mathematics assessment.	disadvantaged scored 66.8 points below standard on the Mathematics SBAC assessment.	CAASPP. The 2021-22 CAASPP data will be reported in Year 2 Outcomes.	disadvantaged scored 66.8 points below standard on the Mathematics SBAC assessment.	disadvantaged scored 65.9 points below standard on the Mathematics SBAC assessment.	disadvantaged will score at least 61.8 points below standard (or higher) on the mathematics SBAC assessment.
2	The school will increase the number of unduplicated pupils identified as socioeconomically disadvantaged that score at or above grade level (College Pathways and Low Risk categories) on the Fastbridge aMath assessment by 5% each year.	In 2021-22, 46% unduplicated pupils performed at or above grade level on the aMath Fastbridge assessment.	In 2021-22, 46% unduplicated pupils performed at or above grade level on the aMath Fastbridge assessment.	In 22-23, 41% of students identified as unduplicated pupils identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aMath assessment. This was a 5% decrease from the previous school year.	In 23-24, 12.5% of students identified as unduplicated pupils identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aMath assessment.	By 2023-24, 56% unduplicated pupils identified as socioeconomically disadvantaged will perform at or above grade level on the aMath Fastbridge assessment.
3	The school will increase the number of unduplicated pupils identified as socioeconomically disadvantaged that score at or above grade level (College Pathways and Low Risk categories) on the Fastbridge aRead	In 22-23, 66% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment (based on Winter aReading scores).	N/A	In 22-23, 66% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.	In 23-24, 55.6% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.	In 23-24, 71% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.

	assessment by 5% each year.					
4	The school will increase the average distance from standard (DFS) points for unduplicated pupils identified as socioeconomically disadvantaged by at least 5 points annually on the SBAC (CAASPP) English Language Arts assessments.	Students identified as socioeconomically disadvantaged scored 11.6 points below standard on the English Language Arts SBAC assessment.	N/A	Students identified as socioeconomically disadvantaged scored 11.6 points below standard on the English Language Arts SBAC assessment	Students identified as socioeconomically disadvantaged scored 12.4 points below standard on the English Language Arts SBAC assessment	On the 2023 Dashboard, students identified as socioeconomically disadvantaged will score at least 5.6 points below standard on the English Language Arts SBAC assessment.

## Goal Analysis

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

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

No further materials or support was needed for the newly adopted math curriculum.

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.

All of the expenditures tied to this goal were for devices to support the implementation of programs to provide interventions for low income students with identified need. Title I funds were used to purchase the materials.

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

The actions for interventions were not effective in meeting the metrics of this goal. Identified students did not meet the desired outcomes for any of the metrics for the goal.

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

The goals and actions for the new LCAP will focus on improving identifying students in need of intensive academic interventions with an emphasis on all unduplicated pupils. Actions for professional development will focus on supporting students in the classroom with differentiation, unique needs of unduplicated pupils, and increasing academic rigor and depth of knowledge. There will also be actions to develop advisory committees to increase the educational partners voice around the needs of specific student groups and how to support these student at home and school. The process for identifying students in need of more intensive academic interventions will be developed to improve upon the efficiency and efficacy of intensive interventions with an emphasis on unduplicated pupils.

## ***Instructions***

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

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

## ***Goals and Actions***

### **Goal(s)**

#### **Description:**

Copy and paste verbatim from the 2023–24 LCAP.

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

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

#### **Metric:**

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

#### **Baseline:**

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

#### **Year 1 Outcome:**

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

**Year 2 Outcome:**

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

**Year 3 Outcome:**

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

**Desired Outcome:**

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

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

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

**Goal Analysis**

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

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

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

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

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

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

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

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

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

# 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 Valley Orchard	Caleb Buckley Executive Director	cbuckley@goldenvalleycharter.org 916-597-1478

## 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 Valley is a vibrant learning community of forward thinkers, open and enthusiastically moving toward a better future for public charter schools. Students, staff, teachers, administrators, and families work together purposefully and respectfully, developing long-lasting and productive relationships. Teams of like-minded individuals work with care to produce outcomes beneficial for our children now and in the future. Developmentally appropriate education is at the heart of all our decisions and drives our speech and action in every encounter. Mission: We nurture a passion for learning through head, heart, and hand experiences which prepare students to engage in a dynamic world. Vision: Expanding access for children and families to a community of public Waldorf Schools. Core Values: 1.) Curiosity- at Golden Valley Charter Schools we value and nurture curiosity and approach learning wholeheartedly with eagerness. We live with enthusiasm and are open to the wonders that each day holds. 2.) Reverence- The Golden Valley Charter Schools community honors and respects each other, ourselves, our environment, and all living things. Through our rituals and actions, we demonstrate care and courtesy and nurture both our physical and emotional wellbeing. As lifelong learners we give our best to all we do and compassionately build honest relationships and appreciation of diversity. 3.) Creating Community- At Golden Valley Charter Schools we invest in creating community. We see ourselves as part of the larger world, honor the value and diversity of each individual and invest in a community where we have compassion for and trust one another, are inclusive, build strong relationships, appreciate differences, seek strong relationships, appreciate differences, seek common ground, and resolve conflict peacefully. 4.) Joyful Service- At Golden Valley Charter Schools we freely participate, share, and contribute with enthusiasm. Teachers, students, staff, and volunteers willingly share our time, our talents, and our donations to serve our students and our community. 5.) Empathy- At Golden Valley Charter Schools we practice empathy and have compassion, care, and concern for one another's needs. We endeavor to be present for each other's thoughts and feelings and seek to understand their experience. With empathy we reflect on how our actions affect others and create spaces of safety and well-being. 6.) Commitment- The Golden Valley community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor to act in integrity with our values and commitments, be accountable and take responsibility for our choices with grace. People can rely on us. Strategic Goals: 1.) Vibrant Learning Communities- We are a unified mosaic of diverse students, families, employees, and volunteers committed to

fostering healthy learning opportunities for all. We build meaningful relationships sustaining our shared lifelong passion for learning and growth. 2.) Holistic Waldorf Education- We inspire and educate our students by providing an engaging Waldorf education that integrates the head, heart, and hands experiences. Our highly qualified educators deliver a comprehensive and integrated curriculum. Within a collaborative atmosphere main lessons and specialty classes are taught to our thriving community of learners. As early advocates of public Waldorf education, we continue to be leaders in the growing Waldorf charter school movement. 3.) Exemplary Sustainable Rhythms- Our school operates effectively, efficiently, and comfortably. Employees and volunteers conduct our educational and administrative responsibilities at a sustainable pace. Our daily and seasonal rhythms cultivate a positive learning experience. We demonstrate an exceptional ability to meet operational needs in service to our community. We prioritize our goals and objectives and measure our success. 4.) Accessible Harmonious Environments- Our learning environments include our classrooms, campuses, gardens, facilities, and surrounding natural spaces. Working together, we create a safe, sustainable, healthy, and vibrant atmosphere that promotes learning through all the senses. We are accessible to families in the Sacramento area who desire public Waldorf educational model. 5.) Responsible Fiscal Stewardship- We maintain a healthy and balanced budget. This enables our schools to achieve our short- and long-term educational and operational goals. The business team stays current on legal, political, and technological trends. We work together with Golden Valley Educational Foundation and the community for developing beneficial fundraisers. Golden Valley Orchard School: Our school is a community of parents and teachers using a curriculum inspired by Waldorf education that nourishes and inspires our students from transitional kindergarten through eighth grade. This type of education brings forth creative imagination, critical thinking, self-confidence, a sense of delight, and respect for nature and humanity while building a strong academic foundation. Within this framework, each teacher selects and presents the subject matter using a curriculum inspired by Waldorf Education or other best practices tailored to the learning needs of the children in their class and aligned with Common Core Content Standards. Golden Valley Orchard School serves approximately 296 students in grades TK through 8. Our student population is: • English Learner- 3.04% • Low income- 39.2% • Homeless- 1.35% • Students with Disabilities- 7.7% • White- 69.59% • Hispanic- 19.93% • Native American or Alaskan Native- 0.34% • Black or African American- 0.34% • Asian- 0.34% • Filipino- 0.68% • Multiple- 8.45% • Not Reported- 0.34%

## Reflections: Annual Performance

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

Using data from the California School Dashboard for 2023-24, Golden Valley Orchard did not have any groups with 30 or more students in the "Red" category for any area. In the area of Academic Performance for English Language Arts the "All Students" group was in the "Orange" category for maintaining the distance from standard from the previous school year. In English Language Arts, white students increased the distance from standard four points from the previous year and achieved the "Green" category and hispanic students increased the distance from standard over fifteen points from the previous school year (no color assigned as the student group had less than 30 students). Socioeconomically disadvantaged students maintained distance from standard in English Language Arts from 2022-23 year. Students with disabilities declined by 45 points and students with two or more races declined by 33 points in English Language Arts from the previous year. In the area of Academic Performance for Mathematics, the "All Students" group was in the "Orange" category for maintaining the distance from standard from the previous school year. White students increased over 11 points, while Hispanic and Socioeconomically Disadvantaged students maintained distance from standard in mathematics. Students with two or more



rates declined by 69 points and students with disabilities declined by 19 points from the 22-23 year. Due to having fewer than 11 English Language students, not data was reported on the dashboard for this subgroup. Overall, Golden Valley Orchard decreased chronic absenteeism rates for all students by 5% (yellow category) from the 22-23 year. White students decreased chronic absenteeism rates by 5% and Hispanic students decreased by 15% from the prior year. Socioeconomically disadvantaged students saw an increase in their chronic absenteeism rates by 5% from the previous year. Golden Valley Orchard had an increase in suspension rates from the prior year for all identified groups: all students (1% increase), socioeconomically disadvantaged students (1.9% increase), Hispanic students (6% increase), and White students (2.3%).

## **Reflections: Technical Assistance**

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

Not applicable.

## **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.

Not applicable.

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

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

Not applicable.

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

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

Not applicable.

---

# 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
1. LCAP Committee	Weekly meetings during April and May to review state priorities, evaluate needs assessment data, and develop goals and actions.
2. Title 1 Families	Meeting in December to review data and set priorities and actions for student identified as Title I; Climate survey in February 2024; LCAP Feedback Survey April-May 2024.
3. Leadership Team	Weekly updates on LCAP goals and priorities for current school year as well as for the new LCAP.
4. Faculty & Staff	Climate survey in February 2023; staff meeting feedback on goals and actions being developed (April-May 2024); LCAP Feedback Survey in May 2024.
5. Board of Trustees	Mid-year update on LCAP in February 2024; LCAP Hearing May 22, 2024
6. Students	Climate survey in February 2024
7. Families of Students with Exceptional Needs	Climate survey in February 2024; LCAP Feedback Survey April-May 2024.
8. Golden Valley Parents & Families	Climate survey in February 2024; LCAP Feedback Survey April-May 2024.
9. Families of identified unduplicated pupils	Climate survey in February 2024; LCAP Feedback Survey April-May 2024.
10. San Juan Unified	Collaboration with FACE Department staff regarding attendance and chronic absenteeism improvement interventions and supports

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

The LCAP was influenced by educational partners in the following ways: 1. School Climate Survey: Based on the results of the survey from all educational partners on the school climate survey Goal 2 Action 2 and 3 were written into the LCAP to increase the social emotional wellbeing, decrease student behavior challenges, and improve overall school climate. 2. LCAP Feedback Survey: Base on the

results of the feedback survey the LEA incorporated actions in Goal 1 to improve the rigor of instruction, provide professional development (differentiation, working with neurodivergent students, building relationships and trust with families, etc.), and academic interventions and enrichment opportunities. 3. Educational Partner Collaboration: implementing family engagement opportunities to improve chronic absenteeism rates, suspension rates, and academic success for unduplicated pupils in Goal 3.

## Goals and Actions

### Goal

Goal #	Description	Type of Goal
Goal 1	Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.	Broad

State Priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically grouped together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Appropriately Assigned Teachers (Percentage of "Clear" FTE as measured on the Teacher Assignment	82.3% of teachers are clear out of the 13.68 FTE teachers.			85% of teachers or higher will be clear out of the FTE teachers.	

	Monitoring Outcomes report)					
2	Access to Instructional Materials (Percentage of students with access to standards aligned instructional materials-SARC)	100% of students have access to standards aligned instructional materials.			100% of students have access to standards aligned instructional materials.	
3	Implementation of Academic Content Standards (Local Indicator Priority 2 Self-Reflection Tool)	Full Implementation in all areas			Full Implementation in all areas	
4	EL Access to CA Standards including ELD standards (Local Indicator Priority 2 Self-Reflection Tool)	Full Implementation			Full Implementation	
5	Pupil Achievement on Statewide Assessments (ELA Academic Indicator: Distance from Standard (DFS))	All students 7.9 points below standard; socioeconomically disadvantaged students 12.4 points below standard; white students 4.6 points below standard; hispanic students 31.4 below standard; student with two or more races 9.2 points			Each student group listed will score at or above the following distance from standard: All students 6 points below standard; socioeconomically disadvantaged students 10 points below standard; white students 3 points below standard; hispanic students 25 below	

		below standard; students with disabilities 115.4 points below standard			standard; student with two or more races 7 points below standard; students with disabilities 100 points below standard.	
6	Pupil Achievement on Statewide Assessments (Mathematics Academic Indicator: Distance from Standard (DFS))	All students 48.2 points below standard; socioeconomically disadvantaged students 65.9 points below standard; white students 44.1 points below standard; hispanic students 70.1 below standard; student with two or more races 58.9 points below standard; students with disabilities 113.8 points below standard.			Each student group listed will score at or above the following distance from standard: All students 43 points below standard; socioeconomically disadvantaged students 58 points below standard; white students 40 points below standard; hispanic students 63 below standard; student with two or more races 52 points below standard; students with disabilities 100 points below standard.	
7	Pupil Achievement on Statewide Assessments (CAST Percent Met/Exceeded)	34.54% students met or exceeded standard for science.			38% of students will meet or exceed standard for science	
8	A broad course of study including	All students had access to a broad			All students will have access to a	

	courses described under EC Sections 51210 and 51220 as applicable (Local Indicator Priority 7 Self-Reflection Tool).	course of study that included all subject areas.			broad course of study that included all subject areas.	
9	Other Pupil Outcomes (Fastbridge aReading percent of students at or above grade level)	55.6% of students in grade 3-8 are at or above grade level on the aReading assessment.			60% of students in grade 3-8 will be at or above grade level on the aReading assessment.	
10	Other Pupil Outcomes (Fastbridge AUTOread percent of students at or above grade level)	58.2% of students in grade 4-8 are at or above grade level on the AUTOread assessment.			62% of students in grade 4-8 are at or above grade level on the AUTOread assessment.	
11	Other Pupil Outcomes (Fastbridge aMath percent of students making 1 year's growth)	46.6% of students in grade 3-8 are at or above grade level on the aMath assessment.			50% of students in grade 3-8 at or above grade level on the aMath assessment.	
12	Other Pupil Outcomes (Fastbridge CBM Math Automaticity assessment-at or above grade level)	54.2% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment.			58% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment.	

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

## ***Goal Analysis***

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Math	Support teachers in creating classrooms with rich-academic language, engaging tasks, and targeted assessment. Strategies and materials to incorporate real-world problem-solving situations, and equitable access to learning for all students.	\$10,300.00	Yes
Action #2	English Language Arts	Support teachers in creating classrooms with rich academic language, engaging tasks, and targeted assessment in English Language Arts. Teachers will be supported to participate in	\$10,300.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>meaningful professional learning around increasing rigor and depth of knowledge with literacy-related lessons and activities as well as how to adjust instruction to ensure the instruction and content is meeting the needs of all students. This includes materials.</p>		
Action #3	Interventions	<p>Support implementation of tiered interventions using relevant data to target instruction and monitor literacy and math. Students that are identified and Title I and Unduplicated Pupils will be prioritized for receiving interventions; Staff to provide instructional and support services for all students; ensure that there are research-based materials and technology needed to perform interventions that meet the needs of all students.</p>	\$110,300.00	Yes
Action #4	Academic Supports for EL Students	<p>Provide support for implementation of English Language Development (ELD) and content standards to support teachers in meeting the needs of English Language Learners (ELs). This includes support staff to provide professional learning focused on data analysis, strategies for designated ELD instruction, and</p>	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strategies for integrated ELD instruction.		
Action #5	Title I Supports	Provide support to school focused on meeting the needs of Title I students focused on academic and social emotional learning.	\$0.00	Yes
Action #6	Enrichment Opportunities	Provide access to after school, intersession, and summer enrichment programs, prioritizing unduplicated pupils, to provide enriching academic, physical, visual and performing arts, and STEM related activities and opportunities that extend learning beyond the instructional day; professional learning opportunities for Eagle's Nest (ELO-P) staff; and ensure that students have the materials needed for all enrichment opportunities.	\$150,000.00	Yes
Action #7	Professional Development	Provide support and training to new and veteran teachers in a system of professional growth; trainings in Waldorf pedagogy; curriculum development and support. This includes mentoring services and supports.	\$53,400.00	Yes
Action #8	Specialty Classes	Students will receive instruction related to arts, music, world languages, physical education, etc. to support the education of the whole child; and materials to support instruction in specialty classes.	\$237,340.00	No

Action #	Title	Description	Total Funds	Contributing
Action #9	Central Office System Supports for Continuous Improvement	Support to school from central office staff to support continuous improvement principles and practices with educational partners with a focus on increasing and improving services and supports for targeted student groups. This includes staff and professional learning.	\$489,344.00	No
Action #10	Supports and Services for Students with Exceptional Needs	Support for implementing inclusive practices for students with exceptional needs. This includes staff, professional development opportunities, and materials.	\$319,411.00	Yes
Action #11	Class Teachers	Appropriately assigned and credentialed class teachers to provide instruction in grades TK-8.	\$890,617.00	Yes
Action #12	Classroom Materials	All classroom materials will be provided for all students.	\$55,000.00	Yes

## Goal

Goal #	Description	Type of Goal
Goal 2	Intentional Culture of Care: The school will promote the complete education, both academically and socially, to ensure the success and safety of all students.	Broad

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and

actions have been strategically groups together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Safe, Clean & Functional School Facility (SARC)	Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0			Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0	
2	School Attendance Rate (Local: Aeries-SIS)	93.5 %			>95%	
3	Middle School Dropout Rate (CALPADS)	0%			Maintain 0%	
4	Local School Climate Survey (ASSC School Climate Assessment Instrument)	Overall School Climate: 3.75 (staff); 3.92 (parents); 3.32 (students)			Overall School Climate: 4.00 (staff); 4.00 (parents); 3.50 (students)	

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

## Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Facility	Students and staff will have a safe and clean school to support the instructional program.	\$324,900.00	No
Action #2	Mindfulness Room	Students will have access to a physical space and staff to help with social-emotional learning and behavioral supports.	\$70,000.00	No
Action #3	School Climate Improvement	Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by providing professional development to support the school with student engagement, alternative practices to suspensions (Restorative Practice, Positive	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Behavioral Interventions and Supports, and social-emotional learning).		
Action #4	Universal Meals	Students will have access to two meals each day at no cost each instructional day.	\$170,000.00	No

## Goal

Goal #	Description	Type of Goal
Goal 3	Vibrant Learning Community: The school will build relationships to connect students and families with programs and resources to help foster healthy learning opportunities for all students.	Broad

State Priorities addressed by this goal.

3, 6, 7

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically groups together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Promote parental participation in programs (Local Indicator Priority 3 Self-Reflection Tool: Parental Involvement and	Full Implementation in all areas			Full Implementation in all areas	

	Family Engagement)					
2	Chronic Absenteeism Rate (CA School Dashboard)	All Students: 30% Socioeconomically Disadvantaged: 47.2% Students with Disabilities: 48.3% Hispanic: 26% White: 32.7% Two or More Races: 15%			10% or less for all student groups	
3	Pupil Suspension Rates (CA School Dashboard)	All Students: 2.7% Socioeconomically Disadvantaged: 5.5% Students with Disabilities: 6.7% Hispanic: 6.0% White: 2.3% Two or More Races: 0%			All Students: 1.5% Socioeconomically Disadvantaged: 3.0% Students with Disabilities: 4.0% Hispanic: 3.0% White: 1.5% Two or More Races: 0%	
4	Pupil Expulsion Rates (DataQuest Expulsion Rate)	0%			Maintain 0%	

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

## ***Goal Analysis***

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

**Actions**

Action #	Title	Description	Total Funds	Contributing
Action #1	Accessible and Responsive Schools for Students with Exceptional Needs	Provide responsive programs, curriculum, and instruction to support the needs of students with exceptional needs.	\$54,346.00	No
Action #2	Accessible and Responsive Schools for Unduplicated Pupils	Provide responsive programs, curriculum, and instruction to support unduplicated pupils (students identified and socioeconomically disadvantaged, foster/homeless youth, and English Language Learners).	\$54,346.00	Yes
Action #3	Family and Community Engagement	Provide avenues where families are valued as active participants in building and fostering strong school and community relationships and connections. Provide information to families on how to support the efforts of the school at home. Build capacity with families to take	\$18,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		leadership roles that address specific school needs.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$194,678.00	\$0.00

### 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
6.11%	0.00%	\$0.00	6.11%

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 #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1, Goal 1 Action 1	Socioeconomically disadvantaged (SED) students are currently the only unduplicated pupil group with more than 11 students for GVRS. While the overall	The actions related to accelerating academic achievement will prioritize SED students when implementing interventions, planning professional	Monitoring teacher assignments, local indicator self-reflection tool for priority 2, ELA academic indicator on Dashboard,

2,Goal 1 Action 3,Goal 1 Action 5,Goal 1 Action 6,Goal 1 Action 7,Goal 1 Action 10,Goal 1 Action 11	student group falls into the "yellow" category for ELA and Mathematics on the Dashboard, SED students are currently performing slightly lower than the overall group for both subject areas. The data shows a need to address these slight achievement gaps in ELA and mathematics for SED students.	development, and program development but will also help to address the identified decificts for the overall student group as a result of the implementation of these actions.	mathematics academic indicator on Dashboard, and local assessment data.
Goal 3 Action 3	SED students have higher rates of chronic absenteeism and suspension than the overall student group at the LEA.	Chronic absenteeism rates and suspension rates are high across all student groups at the LEA. However, the rates are decreasing at a slower rate than the overall student group. The LEA will be re-evaluating and implementing interventions shown to improve chronic absenteeism and suspension rates for SED students but will also be used with the overall student group to continue improvement for all students as they require improvement in these areas as well.	Local indicator self-reflection tool for priority, chronic absenteeism rates, and pupil suspension rates

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

Goal 1 Action 4	The EL student group is below 11 students, but the LEA wants to monitor the progress of identified EL students to ensure academic achievement and success in the instructional program.	Having staff trained on the assessment and identification of EL students will collaborate with class teachers to ensure effective instructional strategies and interventions are being provided to EL students.	ELA and mathematics indicator on Dashboard, and local assessment data (Fastbridge)
Goal 3 Action 2	SED students are performing below the overall student group in academic areas, chronic absenteeism, and suspension.	The LEA will implement an advisory committee to increase parent engagement and educational partner feedback to identify and address the identified needs of SED students and support families in improving the identified needs.	Local indicator priority 3 self-reflection, chronic absenteeism and pupil suspension rates

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.

Not applicable

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

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

Not applicable

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	1 to 12.3	N/A
Staff-to-student ratio of certificated staff providing	1 to 21.07	N/A

direct services to students

---

## 2024-25 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$3,188,300.00	\$194,678.00	6.11%	0.00%	6.11%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$2,752,016.00	\$278,368.00	\$0.00	\$35,720.00	\$3,066,104.00	\$1,723,243.00	\$1,342,861.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Math	All	Yes	LEA-Wide	Low Income	LEA Wide	Ongoing
1	2	English Language Arts	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing
1	3	Interventions	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing
1	4	Academic Supports for EL Students	EL	Yes	Limited	EL	All Schools	Ongoing
1	5	Title I Supports	All	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	Ongoing
1	6	Enrichment Opportunities	All	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	Ongoing
1	7	Professional Development	All	Yes	LEA-Wide	Low Income, Homeless and	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
						Foster Youth, EL		
1	8	Specialty Classes	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	9	Central Office System Supports for Continuous Improvement	All	No	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	Ongoing
1	10	Supports and Services for Students with Exceptional Needs	All	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	Ongoing
1	11	Class Teachers	All	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	Ongoing
1	12	Classroom Materials	All	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	Ongoing
2	1	Facility	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
2	2	Mindfulness Room	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
2	3	School Climate	All	Yes	LEA-Wide	Low Income, Homeless and	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		Improvement				Foster Youth, EL		
2	4	Universal Meals	All	No	LEA-Wide	Low Income	LEA Wide	Ongoing
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	Students with Disabilities	No	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	Ongoing
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Unduplicated Pupils	Yes	Limited	Low Income	All Schools	Ongoing
3	3	Family and Community Engagement	All	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	Ongoing

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	\$0.00	\$10,300.00	\$0.00	\$0.00	\$0.00	\$10,300.00	\$10,300.00	0.00%
1	2	\$0.00	\$10,300.00	\$0.00	\$0.00	\$0.00	\$10,300.00	\$10,300.00	0.00%
1	3	\$100,000.00	\$10,300.00	\$59,000.00	\$41,000.00	\$0.00	\$10,300.00	\$110,300.00	0.00%
1	4	\$45,000.00	\$0.00	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00	0.00%
1	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
1	6	\$100,934.00	\$49,066.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	7	\$0.00	\$53,400.00	\$48,580.00	\$0.00	\$0.00	\$4,820.00	\$53,400.00	0.00%
1	8	\$200,000.00	\$37,340.00	\$200,000.00	\$37,340.00	\$0.00	\$0.00	\$237,340.00	0.00%
1	9	\$0.00	\$489,344.00	\$489,344.00	\$0.00	\$0.00	\$0.00	\$489,344.00	0.00%
1	10	\$150,000.00	\$169,411.00	\$170,000.00	\$149,411.00	\$0.00	\$0.00	\$319,411.00	0.00%
1	11	\$890,617.00	\$0.00	\$840,000.00	\$50,617.00	\$0.00	\$0.00	\$890,617.00	0.00%
1	12	\$0.00	\$55,000.00	\$55,000.00	\$0.00	\$0.00	\$0.00	\$55,000.00	0.00%
2	1	\$0.00	\$324,900.00	\$324,900.00	\$0.00	\$0.00	\$0.00	\$324,900.00	0.00%
2	2	\$68,000.00	\$2,000.00	\$70,000.00	\$0.00	\$0.00	\$0.00	\$70,000.00	0.00%
2	3	\$0.00	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	0.00%
2	4	\$60,000.00	\$110,000.00	\$170,000.00	\$0.00	\$0.00	\$0.00	\$170,000.00	0.00%
3	1	\$54,346.00	\$0.00	\$54,346.00	\$0.00	\$0.00	\$0.00	\$54,346.00	0.00%
3	2	\$54,346.00	\$0.00	\$54,346.00	\$0.00	\$0.00	\$0.00	\$54,346.00	0.00%
3	3	\$0.00	\$18,000.00	\$18,000.00	\$0.00	\$0.00	\$0.00	\$18,000.00	0.00%

## 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)
\$3,188,300.00	\$194,678.00	6.11%	0.00%	6.11%	\$2,752,016.00	0.00%	86.32%



Totals by Type		Total LCFF Funds
Total:		\$2,752,016.00
LEA-wide Total:		\$2,652,670.00
Limited Total:		\$99,346.00
Schoolwide Total:		\$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	Math	Yes	LEA-Wide	Low Income	LEA Wide	\$0.00	0.00%
1	2	English Language Arts	Yes	LEA-Wide	Low Income	All Schools	\$0.00	0.00%
1	3	Interventions	Yes	LEA-Wide	Low Income	All Schools	\$59,000.00	0.00%
1	4	Academic Supports for EL Students	Yes	Limited	EL	All Schools	\$45,000.00	0.00%
1	5	Title I Supports	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	\$0.00	0.00%
1	6	Enrichment Opportunities	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	\$150,000.00	0.00%
1	7	Professional Development	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$48,580.00	0.00%
1	10	Supports and Services for Students with Exceptional Needs	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	\$170,000.00	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	11	Class Teachers	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	\$840,000.00	0.00%
1	12	Classroom Materials	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	\$55,000.00	0.00%
2	3	School Climate Improvement	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$3,500.00	0.00%
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	Limited	Low Income	All Schools	\$54,346.00	0.00%
3	3	Family and Community Engagement	Yes	LEA-Wide	Low Income, Homeless/Foster Youth, EL	All Schools	\$18,000.00	0.00%

## 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$1,996,919.00	\$2,629,945.66

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Induction Program	No	\$8,200.00	\$6,525.00
1	2	School Site	No	\$299,900.00	\$299,900.00
1	3	Teaching Staff	No	\$600,000.00	\$753,432.00
1	4	Waldorf Teacher Training	No	\$35,419.00	\$52,392.25
1	5	Mentorship	No	\$30,000.00	\$35,554.95
2	1	Specialty Class Staff	No	\$135,000.00	\$112,580.94
2	2	Fastbridge	No	\$2,000.00	\$2,090.00
2	3	Professional Development	Yes	\$1,000.00	\$288.80
2	4	Instructional Aides	No	\$100,000.00	\$250,000.00
2	5	Educational Support Staff	Yes	\$350,000.00	\$461,349.34
2	6	Instructional Materials and Supplies	No	\$40,000.00	\$157,065.21
3	1	Aeries Communication/Parent Square	No	\$5,200.00	\$1,324.40
3	2	Family and community engagement, enrichment, marketing, and supplies	No	\$5,000.00	\$3,150.04
4	1	Mindfulness Room	No	\$30,000.00	\$71,999.00
4	2	Expanded learning opportunities program	No	\$150,000.00	\$234,513.00
4	3	Universal meals	No	\$170,000.00	\$167,592.19
4	4	Student Survey	No	\$200.00	\$934.00
4	5	Attendance	No	\$0.00	\$0.00
4	6	Positive Behavioral Intervention and Supports (PBIS)	No	\$4,000.00	\$6,144.54
5	1	Math Curriculum	Yes	\$1,000.00	\$0.00
5	2	Targeted and Intensive Interventions	Yes	\$30,000.00	\$13,110.00

## 2023-24 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$175,264.00	\$352,000.00	\$461,638.14	(\$109,638.14)	14.60%	16.31%	1.71%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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)
2	3	Professional Development	Yes	\$1,000.00	\$288.80	0.38%	0.01%
2	5	Educational Support Staff	Yes	\$350,000.00	\$461,349.34	13.19%	15.85%
5	1	Math Curriculum	Yes	\$1,000.00	\$0.00	0.00%	0.00%
5	2	Targeted and Intensive Interventions	Yes	\$0.00	\$0.00	1.03%	0.45%

## 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 (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
\$2,911,365.00	\$175,264.00	0.00%	6.02%	\$461,638.14	16.31%	32.17%	\$0.00 - No Carryover	0.00% - No Carryover

## Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
  - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and

reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

## **Plan Summary**

### ***Purpose***

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of

the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## ***Requirements and Instructions***

### ***General Information***

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

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

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

### ***Reflections: Annual Performance***

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

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

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

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

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

### ***Reflections: Technical Assistance***

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



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

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

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

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## **Engaging Educational Partners**

### ***Purpose***

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and

outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

## ***Requirements***

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

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

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

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

## ***Instructions***

### ***Respond to the prompts as follows:***

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

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

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

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

## ***Complete the table as follows:***

### Educational Partners

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

### Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

### Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

#### ***Focus Goal(s)***

##### Description

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

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

##### Type of Goal

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

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

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

#### Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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



## ***Broad Goal***

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

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

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

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

### Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

### **Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

### ***Actions:***

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

Action #

- Enter the action number.

Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

## ***Required Actions***

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### ***Purpose***

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



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

### ***Statutory Requirements***

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

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

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

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

### ***LEA-wide and Schoolwide Actions***

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

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

## ***For School Districts Only***

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

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

## ***Requirements and Instructions***

Complete the tables as follows:

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

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

### LCFF Carryover — Dollar

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

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

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

### ***Required Descriptions:***

#### ***LEA-wide and Schoolwide Actions***

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

### ***Limited Actions***

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

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

Complete the table as follows:

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

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

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

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

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

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the

methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater

than 55 percent.

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## ***Total Planned Expenditures Table***

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as



compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded. For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## ***Calculations in the Action Tables***

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

### ***Contributing Actions Table***

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

### ***Contributing Actions Annual Update Table***

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### ***LCFF Carryover Table***

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

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

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

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley Orchard

CDS Code: 34674470132399

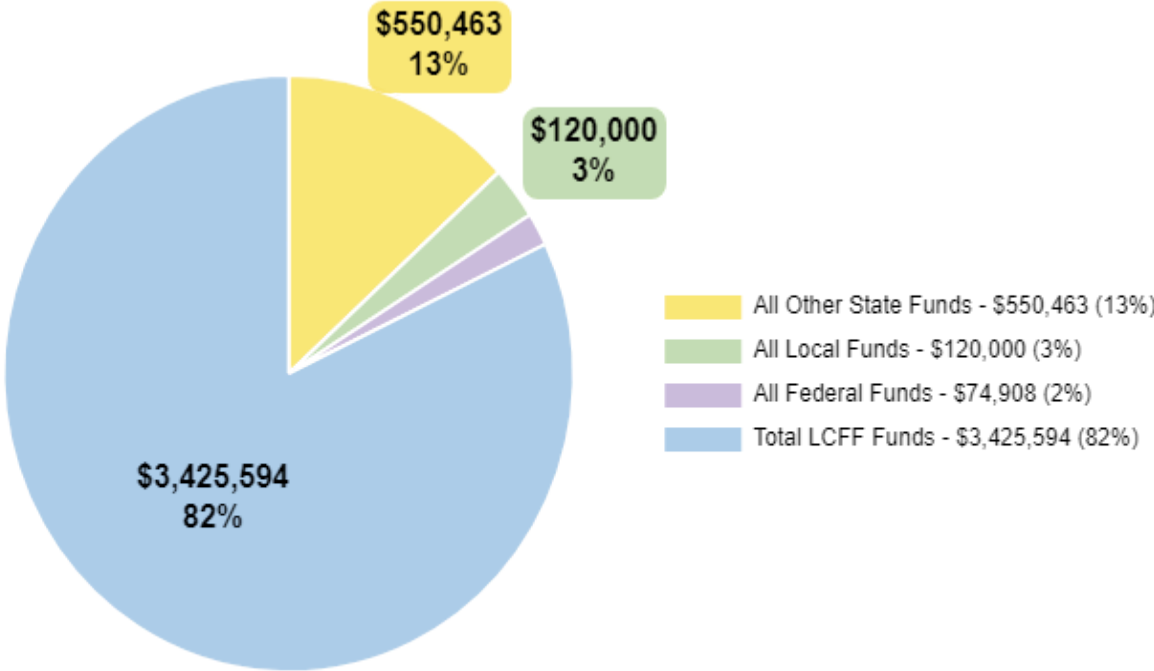
School Year: 2024-25

LEA Contact Information: Caleb Buckley | [cbuckley@goldenvalleycharter.org](mailto:cbuckley@goldenvalleycharter.org) | 916-597-1478

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

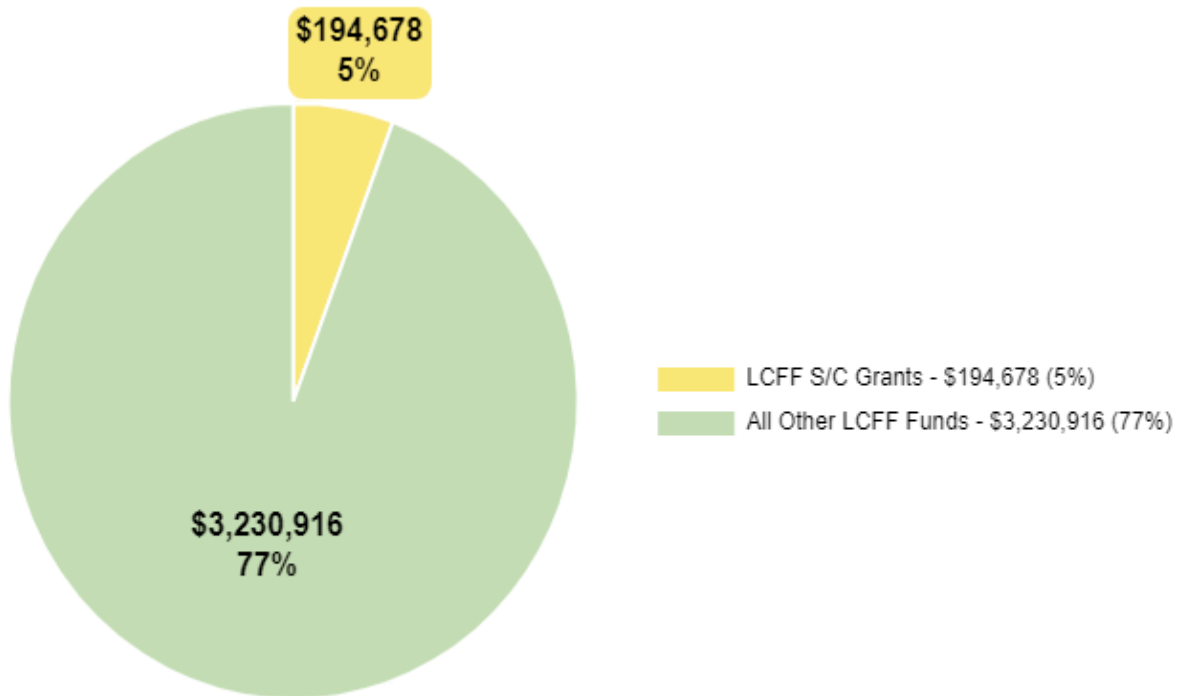
# Budget Overview for the 2024-25 School Year

## Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$550,463	13%
All Local Funds	\$120,000	3%
All Federal Funds	\$74,908	2%
Total LCFF Funds	\$3,425,594	82%

## Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$194,678	5%
All Other LCFF Funds	\$3,230,916	77%

*These charts show the total general purpose revenue Golden Valley Orchard expects to receive in the coming year from all sources.*

The total revenue projected for Golden Valley Orchard is \$4,170,965, of which \$3,425,594 is Local Control Funding Formula (LCFF), \$550,463 is other state funds, \$120,000 is local funds, and \$74,908 is federal funds. Of the \$3,425,594 in LCFF Funds, \$194,678 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



## Budgeted Expenditures in the LCAP



*This chart provides a quick summary of how much Golden Valley Orchard plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.*

---

Golden Valley Orchard plans to spend \$4,161,900 for the 2024-25 school year. Of that amount, \$2,752,016 is tied to actions/services in the LCAP and \$1,409,884 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

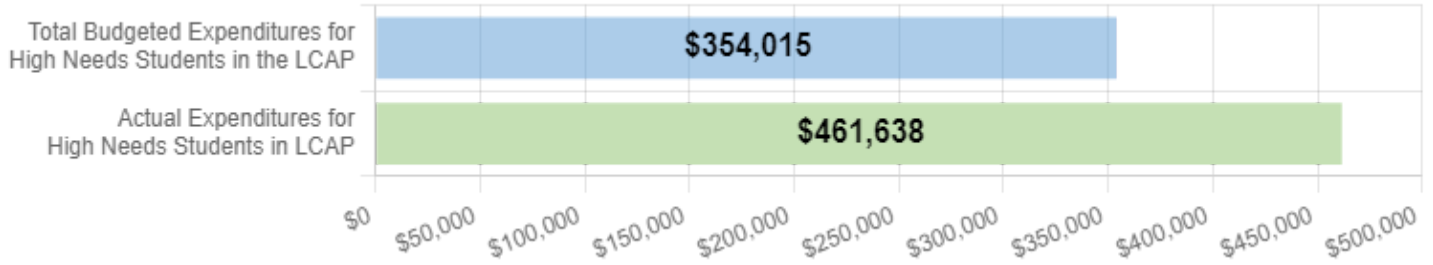
The budgeted expenditure that are not included in the LCAP will be used for general operating expenses.

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

In 2024-25, Golden Valley Orchard is projecting it will receive \$194,678 based on the enrollment of foster youth, English learner, and low-income students. Golden Valley Orchard must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Valley Orchard plans to spend \$2,652,670 towards meeting this requirement, as described in the LCAP.

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

## Prior Year Expenditures: Increased or Improved Services for High Needs Students



*This chart compares what Golden Valley Orchard budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Valley Orchard estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

---

In 2023-24, Golden Valley Orchard's LCAP budgeted \$354,015 for planned actions to increase or improve services for high needs students. Golden Valley Orchard actually spent \$461,638 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Valley River	Caleb Buckley Executive Director	cbuckley@goldenvalleycharter.org 916-597-1478

## Goals and Actions

### Goal

Goal #	Description
Goal 1	The school will provide students with appropriate learning environment and conditions.

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers will be evaluated using the approved Golden Valley evaluation process and forms. The school will use an evaluation form aligned with CA Standards for Teaching Profession to complete an annual evaluation for every teacher.	100% of teachers are evaluated. Due to the pandemic and distance learning, no teachers were formally observed in person during the 2020-21 school year.	In 2021-22, 100% of teachers were evaluated.	In 2022-2023, 100% of teachers were evaluated.	In 2023-24, 100% of teachers were evaluated.	100% of teachers evaluated

2	Attendance rate of teachers attending professional development opportunities.	Due to the pandemic, professional development was offered online through a video conference platform or online self-study during the 2020-21 school year.	Over 95% of teachers attended professional development opportunities offered in 2021-22.	Over 95% of teachers attended professional development opportunities offered in 2022-23.	Over 95% of teachers attended professional development opportunities offered in 2023-24.	Teacher attendance rates for annual professional development opportunities will be at least 95%
3	Monitoring teachers' credential status.	In 2020-21, 95% teaching staff fully credentialed.	In 2021-22, 100% of certificated class teacher positions are held by staff that hold a preliminary or clear teaching credential.	In 2022-23, 100% of certificated class teacher positions are held by staff that hold a preliminary or clear teaching credential.	In 2023-24, 85.7% of certificated teacher positions are held by staff that hold a preliminary or clear teaching credential, 7.1% teacher positions are held by staff with an intern credential, and 7.1% are held by staff teaching out-of-field for their credential.	100% class teacher staff fully credentialed.

## ***Goal Analysis***

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

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

No substantive difference between planned and actual implementation of actions.

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.

The induction costs were slightly higher as more teachers than were expected participated in the program. The costs to participate in summer and Waldorf certificate trainings increase and resulted in expenditures being slightly higher than anticipated.

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

The actions were effective in making progress toward the anticipated end result of most metrics. One area where the school did not meet the anticipated outcomes was for monitoring teacher credential statuses. With the statewide teacher shortage the school has had to employ teachers in internship programs and these teachers lack a preliminary or clear credential. The school has also had to utilize teachers that are teaching out-of-field for their given CA credential in order to provide accelerated math classes to middle school students. This also resulted in the school not meeting the goal of having 100% of teachers holding a preliminary or clear CA credential for their current teaching assignment.

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

Moving forward Goals 1 and 2 will be combined into one goal with more comprehensive metrics and actions. Actions will be more focused and specific to meet the specific needs of students as data reflects a need.

## Goal

Goal #	Description
Goal 2	The school will provide a high-quality educational system and comprehensive instructional public Waldorf inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability targets.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Fastbridge ELA	2021 data will become the baseline.	For 2021-22, 63% of the students in grade 3-8 that were assessed scored at or above grade	In 22-23, 61% of students assessed in grades 3-8 scored at or above grade level in	In 23-24, 61.5% of students assessed in grades 3-8 scored at or above grade level in	Maintain or improve performance as measured by

			level in language arts on the Fastbridge aReading assessment. 58% of the students in grade 3-8 that were assessed scored at or above grade level in language arts on the Fastbridge AUTOreading assessment. This data is the baseline for the next two school years.	language arts on the Fastbridge aReading assessment. 60% of students assessed scored at or above grade level on the Fastbridge AUTOreading assessment.	language arts on the Fastbridge aReading assessment. 58.1% of students assessed scored at or above grade level on the Fastbridge AUTOreading assessment.	Fastbridge Reading assessments.
2	Broad Course of Study for all students including pupils with exceptional needs (local indicator)	In 2020-21, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2021-22, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2022-23, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2023-24, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.
3	Smarter Balanced ELA-average distance from standard	The 2019-20 CAASPP was not administered, local assessments were used in lieu of the CAASPP.	The 2020-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP. 2021-22 CAASPP data will be reported in Year 2 Outcome.	On the 2022 Dashboard, school was 24 points below standard in English Language Arts.	On the 2023 Dashboard, school was 16.9 points below standard in English Language Arts.	The school will achieve an average distance from standard score of 19 points below standard or higher in ELA on the 2023 Dashboard.

4	Smarter Balanced Mathematics Assessment-average distance from standard	The 2019-20 CAASPP was not administered, local assessments were used in lieu of the CAASPP.	The 2020-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP. 2021-22 CAASPP data will be reported in Year 2 Outcome.	On the 2022 Dashboard, school was 74.3 points below standard in mathematics.	On the 2023 Dashboard, school was 71.5 points below standard in mathematics.	The school will achieve and average distance from standard of 69.3 points below standard or higher in mathematics on the 2023 Dashboard.
5	Fastbridge Math	2021 data will become the baseline.	For 2021-22, 46% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge aMath assessment. 40% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge CBM Math Automaticity assessment. This data is the baseline for the next two school years.	In 22-23, 47% of students assessed in grades 3-8 scored at or above grade level in mathematics on the Fastbridge aMath assessment, and 50.5% of students assessed scored at or above grade level on the Fastbridge AUTOMath assessment.	In 23-24, 47.9% of students assessed in grades 3-8 scored at or above grade level in mathematics on the Fastbridge aMath assessment, and 55.8% of students assessed scored at or above grade level on the Fastbridge AUTOMath assessment.	Maintain or improve performance as measured by Fastbridge Math assessments.

## Goal Analysis

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

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

There were no substantive difference in planned actions and actual implementation of these actions.

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

There were unanticipated increases in expenditures related to Educational Support Services that were dictated by student need.

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

The LEA did meet desired outcomes for all metrics except for metric 1 and 3. While the LEA did not meet the expected outcome for ELA on the Dashboard (metric 1) there was improvement from the baseline Dashboard data from 2022, therefore, the actions were effective in making progress toward the goal (a gain of 2.8 points in mathematics and 7.1 points in ELA).

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

The goal of the LEA moving forward will be to build upon the progress made in student achievement scores. Overall, the students are closing the learning loss that was the result of the pandemic. The LEA will aim to improve achievement scores for unduplicated pupils, students with exceptional needs, and chronically absent students as the achievement scores for these student groups have not increased at the rate of the whole student population of the LEA.

## Goal

Goal #	Description
Goal 3	The school will enhance parent engagement and improve communication among home and school educational partners.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Seek parent input & promote parental participation in programs for unduplicated	Full Implementation according to the local indicator self-reflection tool.	Full Implementation according to the local indicator self-reflection tool.	Full Implementation according to the local indicator self-reflection tool.	Full Implementation according to the local indicator self-reflection tool.	Full Implementation and Sustainability according to the local indicator self-reflection tool.



	students and students with exceptional needs.					
2	Provide Parent Enrichment opportunities to all parents.	In 2020-21, GVRS was able to offer 7 virtual parent enrichment opportunities on various relevant topics.	In 2021-22, GVRS was able to offer two virtual and one in-person parent enrichment opportunities on various relevant topics.	In 2022-23, GVRS was able to offer three parent enrichment opportunities on various relevant topics.	In 2023-24, GVRS was able to offer 2 parent enrichment opportunities on various relevant topics.	GVRS offered parent enrichment opportunities for all parents.

## ***Goal Analysis***

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

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

There were no substantive difference in planned actions and actual implementation of these actions.

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.

All planned budgeted expenditures were relatively close to the actual expenditures.

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

The actions were effective in meeting the desired outcomes listed for each of the metrics for this goal.

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

In the next LCAP cycle there will be an emphasis on collaborating with educational partners more to engage in discussion and collaboration to better meet the unique needs of identified student groups to support the continued improvement of students.

## Goal

Goal #	Description
Goal 4	The school will promote the complete education, both academically and socially by providing support systems to ensure that all students successfully access the curriculum.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Maintain a suspension rate of 0.5% or less	No suspensions during the 2020-21 school year.	The school had a suspension rate of 1.01% in 2021-22.	The school had a suspension rate of 1.59% in 2022-23.	The school had a suspension rate of 1.0% in 2023-24.	0.5% or less
2	The students in grade 5 and higher will participate annually in the GVRS feedback survey.	Students in grade 5-8 participated in the annual survey.	Students in grade 6-8 participated in the annual survey.	All students in grades 5-8 were provided with an opportunity to participate in the GVRS feedback survey.	All students in grades 5-8 were provided with an opportunity to participate in the School Climate Survey.	Students in grades 5-8 will participate in the annual survey.
3	Decrease pupil chronic absenteeism rate annually between 0.1 to 0.3%	In 2020-21 the chronic absenteeism rate was 2.24%	25.8% as of May 2022-quarantines an isolations due to COVID-19 seriously impacted the 2021-22 chronic absenteeism rate.	In 2022-23 the chronic absenteeism rate was 30.9%	As of May 2023, the chronic absenteeism rate is 13.7%.	1.94% or lower
4	Maintain student attendance above the 95% average.	97.442% in May 2021.	Due to the COVID-19 pandemic and public health quarantine guidelines, the attendance rate was significantly impacted. The attendance rate for	The attendance rate for 2022-23 was 93.37% (as of May 2023).	94.29% as of May 2024	more than 95%

		2021-22 was 88% (as of May 2022).		
--	--	--------------------------------------	--	--

## ***Goal Analysis***

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

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

There were no substantive difference in planned actions and actual implementation of these actions.

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.

The cost for food and cost increased the actual expenditures for the meal program offered at the LEA substantially. Another large factor in the difference in cost was that the school does not have an operational cost and would not be able to run a more cost-effective self-operational meal program unless our authorizing district was willing and able to remodel the school kitchen. In Sacramento there is only one school meal vendor available, and the cost was considerable to the school due to transporting meals from out of town every day. The reimbursement for meals covered the cost of the meals but did not cover most of the operational costs associated with the meal program. The expenditures for the ELO program were higher than anticipated mostly due to the need for additional staff to maintain program ratios as well as the addition of a position to oversee the program management. The costs for materials increased significantly over what was budgeted due to the increased student enrollment in the program. The Mindfulness Room budget underestimated the total personnel and materials cost for the management of the new program.

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

While the LEA did not meet the expected outcome for attendance rates there was vast improvement in this area. The attendance rates continue to improve each year and look more like pre-pandemic attendance rates. In the same respect, chronic absenteeism rates, while still high, have decreased significantly. From 22-23 to 23-24 the chronic absenteeism rate was reduced by nearly half.

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

The LEA will continue to work towards improving attendance rates and chronic absenteeism rates annually. There will be a shift toward implementing early interventions with students categorized as being chronically absent. The LEA will continue it's work with behavioral

intervention and supports, but will monitor and adjust actions to better support the students. The LEA will focus on student groups that have not shown progress at the same rate as the "overall" student group, such as homeless students, socioeconomically disadvantaged students, and students with disabilities.

## Goal

Goal #	Description
Goal 5	The school will have positive growth in math and language arts assessment scores for unduplicated pupils identified as socioeconomically disadvantaged.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	The school will increase the average distance from standard (DFS) points for unduplicated pupils identified as socioeconomically disadvantaged by at least 5 points annually on the SBAC (CAASPP) mathematics assessment.	No CAASPP data is available for 20-21. The 2022 CAASPP data will become baseline data (see Year 2 data).	No CAASPP data is available for 20-21. The 2022 CAASPP data will become baseline data.	On the 2022 Dashboard, students identified as socioeconomically disadvantaged scored 96.6 points below standard on the Mathematics SBAC assessment.	On the 2023 Dashboard, students identified as socioeconomically disadvantaged scored 81.4 points below standard on the Mathematics SBAC assessment.	On the 2023 Dashboard, students identified as socioeconomically disadvantaged will score at least 91.6 points below standard (or higher) on the mathematics SBAC assessment.
2	The school will increase the number of unduplicated pupils identified as socioeconomically disadvantaged that score at or above grade level (College Pathways	In 2021-22, 35% of unduplicated pupils identified as socioeconomically disadvantaged performed at or above grade level on the aMath Fastbridge assessment.	In 2021-22, 35% of unduplicated pupils identified as socioeconomically disadvantaged performed at or above grade level on the aMath Fastbridge assessment.	In 22-23, 41% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aMath assessment. This was a 6% increase	In 23-24, 38.5% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aMath assessment. This was a 2.5%	By 2023-24, 35% unduplicated pupils will perform at the College Pathways or Low Risk categories on 45% of unduplicated pupils identified as low income will perform at the

	and Low Risk categories) on the Fastbridge aMath assessment by 5% each year.			from the previous school year.	decrease from the previous school year.	College Pathways or Low Risk categories on the Math aMath Fastbridge assessment.
3	The school will increase the number of unduplicated pupils identified as socioeconomically disadvantaged that score at or above grade level (College Pathways and Low Risk categories) on the Fastbridge aReading assessment by 5% each year.	In 22-23, 59% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.	N/A	In 22-23, 59% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.	In 23-24, 36% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.	In 23-24, 64% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.
4	The school will increase the average distance from standard (DFS) points for unduplicated pupils identified as socioeconomically disadvantaged by at least 5 points annually on the SBAC (CAASPP) English Language Arts assessments.	Students identified as socioeconomically disadvantaged scored 32.5 points below standard on the English Language Arts SBAC assessment.	N/A	Students identified as socioeconomically disadvantaged scored 32.5 points below standard on the English Language Arts SBAC assessment.	Students identified as socioeconomically disadvantaged scored 26.5 points below standard on the English Language Arts SBAC assessment.	On the 2023 Dashboard, students identified as socioeconomically disadvantaged will score 27.5 points below standard or higher on the English Language Arts SBAC assessment.

## **Goal Analysis**

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

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

No further materials or support was needed for the newly adopted math curriculum.

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.

All of the expenditures tied to this goal were for devices to support the implementation of programs to provide interventions for low income students with identified need. Title I funds were used to purchase the materials.

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

The actions for interventions were somewhat effective in meeting the metrics of this goal. Identified students did not meet the desired outcomes for of the metrics for the goal utilizing local assessment data but met outcomes for state assessment metrics.

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

The goals and actions for the new LCAP will focus on improving identifying students in need of intensive academic interventions with an emphasis on all unduplicated pupils. Actions for professional development will focus on supporting students in the classroom with differentiation, unique needs of unduplicated pupils, and increasing academic rigor and depth of knowledge. There will also be actions to develop advisory committees to increase the educational partners voice around the needs of specific student groups and how to support these student at home and school. The process for identifying students in need of more intensive academic interventions will be developed to improve upon the efficiency and efficacy of intensive interventions with an emphasis on unduplicated pupils.

## **Instructions**

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

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

## ***Goals and Actions***

### **Goal(s)**

#### **Description:**

Copy and paste verbatim from the 2023–24 LCAP.

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

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

#### **Metric:**

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

#### **Baseline:**

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

#### **Year 1 Outcome:**

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

#### **Year 2 Outcome:**

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

#### **Year 3 Outcome:**

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

#### **Desired Outcome:**

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

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

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

### Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.



- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

## 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 Valley River	Caleb Buckley Executive Director	cbuckley@goldenvalleycharter.org 916-597-1478

## 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 Valley is a vibrant learning community of forward thinkers, open and enthusiastically moving toward a better future for public charter schools. Students, staff, teachers, administrators, and families work together purposefully and respectfully, developing long-lasting and productive relationships. Teams of like-minded individuals work with care to produce outcomes beneficial for our children now and in the future. Developmentally appropriate education is at the heart of all our decisions and drives our speech and action in every encounter. Mission: We nurture a passion for learning through head, heart, and hand experiences which prepare students to engage in a dynamic world. Vision: Expanding access for children and families to a community of public Waldorf Schools. Core Values: 1.) Curiosity- at Golden Valley Charter Schools we value and nurture curiosity and approach learning wholeheartedly with eagerness. We live with enthusiasm and are open to the wonders that each day holds. 2.) Reverence- The Golden Valley Charter Schools community honors and respects each other, ourselves, our environment, and all living things. Through our rituals and actions, we demonstrate care and courtesy and nurture both our physical and emotional wellbeing. As lifelong learners we give our best to all we do and compassionately build honest relationships and appreciation of diversity. 3.) Creating Community- At Golden Valley Charter Schools we invest in creating community. We see ourselves as part of the larger world, honor the value and diversity of each individual and invest in a community where we have compassion for and trust one another, are inclusive, build strong relationships, appreciate differences, seek strong relationships, appreciate differences, seek common ground, and resolve conflict peacefully. 4.) Joyful Service- At Golden Valley Charter Schools we freely participate, share, and contribute with enthusiasm. Teachers, students, staff, and volunteers willingly share our time, our talents, and our donations to serve our students and our community. 5.) Empathy- At Golden Valley Charter Schools we practice empathy and have compassion, care, and concern for one another's needs. We endeavor to be present for each other's thoughts and feelings and seek to understand their experience. With empathy we reflect on how our actions affect others and create spaces of safety and well-being. 6.) Commitment- The Golden Valley community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor to act in integrity with our values and commitments, be accountable and take responsibility for our choices with grace. People can rely on us. Strategic Goals: 1.) Vibrant Learning Communities- We are a unified mosaic of diverse students, families, employees, and volunteers committed to fostering healthy learning opportunities for all. We build meaningful relationships sustaining our shared lifelong passion for learning and growth. 2.) Holistic Waldorf Education- We inspire and educate our students by providing an engaging Waldorf education that integrates the head, heart, and hands experiences. Our highly qualified educators deliver a comprehensive and integrated curriculum. Within a collaborative atmosphere main lessons and specialty classes are taught to our thriving community of learners. As early advocates of public Waldorf education, we continue to be leaders in the growing Waldorf charter school movement. 3.) Exemplary Sustainable Rhythms- Our school operates effectively, efficiently, and comfortably. Employees and volunteers conduct our educational and administrative responsibilities at a sustainable pace. Our daily and seasonal rhythms cultivate a positive learning experience. We demonstrate an exceptional ability to meet operational needs in service to our community. We prioritize our goals and objectives and measure our success. 4.) Accessible Harmonious Environments- Our learning environments include our classrooms, campuses, gardens, facilities, and surrounding natural spaces. Working together, we create a safe, sustainable, healthy, and vibrant atmosphere that promotes learning through all the senses. We are accessible to families in the Sacramento area who desire public Waldorf educational model. 5.) Responsible Fiscal Stewardship- We maintain a healthy and balanced budget. This enables our schools to achieve our short- and long-term educational and operational goals. The business team stays current on legal, political, and technological trends. We work together with Golden Valley Educational Foundation and the community for developing beneficial fundraisers. Golden Valley River School: Our school is a community of parents and teachers using a curriculum inspired by Waldorf

education that nourishes and inspires our students from transitional kindergarten through eighth grade. This type of education brings forth creative imagination, critical thinking, self-confidence, a sense of delight, and respect for nature and humanity while building a strong academic foundation. Within this framework, each teacher selects and presents the subject matter using a curriculum inspired by Waldorf Education or other best practices tailored to the learning needs of the children in their class and aligned with Common Core Content Standards. Golden Valley River School serves approximately 305 students in grades TK through 8. Our student population is: • English Learner- 2.95% • Low income- 32.1% • Homeless- 8.6% • Students with Disabilities- 11.1% • White- 69.90% • Hispanic- 21.31% • Black or African American- 1.31% • Asian- 1.64% • Filipino- 0.33% • Native Hawaiian or Other Pacific Islander- 0.33% • Multiple- 8.52% • Not Reported- 0.66%

## Reflections: Annual Performance

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

English Language Arts (ELA) performance data from the California School Dashboard indicates significant disparities in achievement across different student groups (groups with 11 or more students). The "all" student group is performing 17 points below the standard. While this indicates a need for improvement, it doesn't provide detailed insights into specific areas of weakness or potential causes. Hispanic students are performing 21 points below the standard, which is slightly higher than the overall student group. This suggests that there may be specific challenges or factors impacting the ELA performance of Hispanic students that need to be addressed. Socioeconomically disadvantaged students are performing 27 points below the standard, indicating a significant achievement gap compared to their peers. This highlights the impact of socio-economic factors on academic performance and the need for targeted support and resources for these students. Students with disabilities are performing 66 points below the standard, indicating the most significant disparity among the student groups analyzed. This underscores the importance of providing appropriate accommodations, specialized instruction, and support services to meet the diverse needs of students with disabilities in ELA education. Overall, this data highlights the existence of achievement gaps across different student groups, with students with disabilities and socioeconomically disadvantaged students experiencing the greatest challenges. Addressing these disparities will require targeted interventions, resources, and support services tailored to the specific needs of each student group. Additionally, it emphasizes the importance of adopting inclusive and equitable practices to ensure all students have access to high-quality ELA education and opportunities for academic success.

The mathematics performance data from the California School Dashboard indicates significant disparities in achievement across different student groups (groups with 11 or more students). The "all" student group is performing 72 points below the standard in mathematics. This indicates a substantial gap between the expected proficiency level and the actual performance of the student population as a whole. Hispanic students are performing 80 points below the standard in mathematics, which is slightly higher than the overall student group. This suggests that Hispanic students may face specific challenges or barriers in mathematics education that need to be addressed. Socioeconomically disadvantaged students are performing 81 points below the standard, indicating a significant achievement gap compared to their peers. This highlights the impact of socio-economic factors on mathematical achievement and the need for targeted support and resources for these students. Students with disabilities are performing 151 points below the standard in mathematics, representing the largest disparity among the student groups analyzed. This indicates the substantial challenges that students with disabilities may face in mastering mathematical concepts and skills,

underscoring the importance of providing appropriate accommodations, specialized instruction, and support services. Overall, this data reveals significant disparities in mathematics achievement across different student groups, with students with disabilities and socioeconomically disadvantaged students experiencing the greatest challenges. Addressing these disparities will require targeted interventions, resources, and support services tailored to the specific needs of each student group. It also emphasizes the importance of adopting inclusive and equitable practices to ensure all students have access to high-quality mathematics education and opportunities for academic success.

## **Reflections: Technical Assistance**

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

Not applicable.

## **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.

Not applicable.

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

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

Not applicable.

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

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

Not applicable.

---

# 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
1. LCAP Committee	Weekly meetings during April and May to review state priorities, evaluate needs assessment data, and develop goals and actions.
2. Title 1 Families	Meeting in December to review data and set priorities and actions for student identified as Title I; Climate survey in February 2024; LCAP Feedback Survey April-May 2024.
3. Leadership Team	Weekly updates on LCAP goals and priorities for current school year as well as for the new LCAP.
4. Faculty & Staff	Climate survey in February 2023; staff meeting feedback on goals and actions being developed (April-May 2024); LCAP Feedback Survey in May 2024.
5. Board of Trustees	Mid-year update on LCAP in February 2024; LCAP Hearing May 22, 2024
6. Students	Climate survey in February 2024
7. Families of Students with Exceptional Needs	Climate survey in February 2024; LCAP Feedback Survey April-May 2024.
8. Golden Valley Parents & Families	Climate survey in February 2024; LCAP Feedback Survey April-May 2024.
9. Families of identified unduplicated pupils	Climate survey in February 2024; LCAP Feedback Survey April-May 2024.
10. San Juan Unified	Collaboration with FACE Department staff regarding attendance and chronic absenteeism improvement interventions and supports

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

The LCAP was influenced by educational partners in the following ways: 1. School Climate Survey: Based on the results of the survey from all educational partners on the school climate survey Goal 2 Action 2 and 3 were written into the LCAP to increase the social emotional wellbeing, decrease student behavior challenges, and improve overall school climate. 2. LCAP Feedback Survey: Base on

the results of the feedback survey the LEA incorporated actions in Goal 1 to improve the rigor of instruction, provide professional development (differentiation, working with neurodivergent students, building relationships and trust with families, etc.), and academic interventions and enrichment opportunities. 3. Educational Partner Collaboration: implementing family engagement opportunities to improve chronic absenteeism rates, suspension rates, and academic success for unduplicated pupils in Goal 3.

## Goals and Actions

### Goal

Goal #	Description	Type of Goal
Goal 1	Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.	Broad

State Priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically groups together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Appropriately Assigned Teachers (Percentage of "Clear" FTE as measured on the Teacher	85.2% of teachers are clear out of the 14.7 FTE teachers.			85% of teachers or higher will be clear out of the FTE teachers.	

	Assignment Monitoring Outcomes report)					
2	Access to Instructional Materials (Percentage of students with access to standards aligned instructional materials-SARC)	100% of students have access to standards aligned instructional materials.			100% of students have access to standards aligned instructional materials.	
3	Implementation of Academic Content Standards (Local Indicator Priority 2 Self-Reflection Tool)	Full Implementation in all areas			Full Implementation in all areas	
4	EL Access to CA Standards including ELD standards (Local Indicator Priority 2 Self-Reflection Tool)	Full Implementation			Full Implementation	
5	Pupil Achievement on Statewide Assessments (ELA Academic Indicator: Distance from Standard (DFS))	All students 16.9 points below standard; socioeconomically disadvantaged students 26.5 points below standard; white students 16.5 points below standard; hispanic students 20.6			Each student group listed will score at or above the following distance from standard: All students 10 points below standard; socioeconomically disadvantaged students 20 points below standard; white students 13	



		below standard; students with disabilities 65.6 points below standard			points below standard; hispanic students 16 below standard; students with disabilities 60 points below standard.	
6	Pupil Achievement on Statewide Assessments (Mathematics Academic Indicator: Distance from Standard (DFS))	All students 71.5 points below standard; socioeconomically disadvantaged students 81.4 points below standard; white students 68.2 points below standard; hispanic students 80.2 below standard; students with disabilities 150.8 points below standard.			Each student group listed will score at or above the following distance from standard: All students 65 points below standard; socioeconomically disadvantaged students 76 points below standard; white students 63 points below standard; hispanic students 75 below standard; students with disabilities 145 points below standard.	
7	Pupil Achievement on Statewide Assessments (CAST Percent Met/Exceeded)	27.17% students met or exceeded standard for science.			30% students met or exceeded standard for science.	
8	A broad course of study including courses described under EC Sections 51210 and 51220 as applicable (Local Indicator	In 2022-23, all students had access to a broad course of study that included all subject areas.			All students will have access to a broad course of study that included all subject areas.	

	Priority 7 Self-Reflection Tool)					
9	Other Pupil Outcomes (Fastbridge aReading percent of students at or above grade level)	61.5% of students at or above grade level on the Fastbridge aReading assessment.			63% of students at or above grade level on the Fastbridge aReading assessment.	
10	Other Pupil Outcomes (Fastbridge AUTOREading percent of students at or above grade level )	55.8% of students at or above grade level on the Fastbridge AUTOREading assessment.			57% of students at or above grade level on the Fastbridge AUTOREading assessment.	
11	Other Pupil Outcomes (Fastbridge aMath percent of students at or above grade level)	47.9% of students at or above grade level on the Fastbridge aMath assessment.			51% of students at or above grade level on the Fastbridge aMath assessment.	
12	Other Pupil Outcomes (Fastbridge CBM Math percent of students at or above grade level)	55.8% of students at or above grade level on the Fastbridge CBM Math Automaticity assessment.			57% of students at or above grade level on the Fastbridge CBM Math Automaticity assessment.	

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

## ***Goal Analysis***

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

## **Actions**

<b>Action #</b>	<b>Title</b>	<b>Description</b>	<b>Total Funds</b>	<b>Contributing</b>
Action #1	Math	Support teachers in creating classrooms with rich-academic language, engaging tasks, and targeted assessment. Strategies and materials to incorporate real-world problem-solving situations, and equitable access to learning for all students.	\$9,619.00	Yes
Action #2	English Language Arts	Support teachers in creating classrooms with rich academic language, engaging tasks, and targeted assessment in English Language Arts. Teachers will be supported to participate in meaningful professional	\$9,619.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning around increasing rigor and depth of knowledge with literacy-related lessons and activities as well as how to adjust instruction to ensure the instruction and content is meeting the needs of all students. This includes materials.		
Action #3	Intervention	Support implementation of tiered interventions using relevant data to target instruction and monitor literacy and math. Students that are identified and Title I and Unduplicated Pupils will be prioritized for receiving interventions; Staff to provide instructional and support services for all students; ensure that there are research-based materials and technology needed to perform interventions that meet the needs of all students.	\$109,619.00	Yes
Action #4	Academic Supports for EL Students	Provide support for implementation of English Language Development (ELD) and content standards to support teachers in meeting the needs of English Language Learners (ELs). This includes support staff to provide professional learning focused on data analysis, strategies for designated ELD instruction,	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and strategies for integrated ELD instruction.		
Action #5	Title I Supports	Provide support to school focused on meeting the needs of Title I students focused on academic and social emotional learning.	\$0.00	Yes
Action #6	Enrichment Opportunities	Provide access to after school, intersession, and summer enrichment programs, prioritizing unduplicated pupils, to provide enriching academic, physical, visual and performing arts, and STEM related activities and opportunities that extend learning beyond the instructional day; professional learning opportunities for Eagle's Nest (ELO-P) staff; and ensure that students have the materials needed for all enrichment opportunities.	\$117,402.00	Yes
Action #7	Professional Development	Provide support and training to new and veteran teachers in a system of professional growth; trainings in Waldorf pedagogy; curriculum development and support.	\$23,400.00	Yes
Action #8	Specialty Classes	Students will receive instruction related to arts, music, world languages, physical education, etc. to support the education of the whole child; and materials to support instruction in specialty classes.	\$242,855.00	No

Action #	Title	Description	Total Funds	Contributing
Action #9	Central Office System Supports for Continuous Improvement	Support to school from central office staff to support continuous improvement principles and practices with educational partners with a focus on increasing and improving services and supports for targeted student groups. This includes staff, professional learning, and supplies.	\$484,728.00	No
Action #10	Supports and Services for Students with Exceptional Needs	Support for implementing inclusive practices for students with exceptional needs. This includes staff, professional development opportunities, and materials.	\$320,272.00	Yes
Action #11	Class Teachers	Appropriately assigned and credentialed class teachers to provide instruction in grades TK-8.	\$900,000.00	Yes
Action #12	Classroom Materials	All classroom materials will be provided for all students.	\$65,000.00	No

## Goal

Goal #	Description	Type of Goal
Goal 2	Intentional Culture of Care: The school will promote the complete education, both academically and socially, to ensure the success and safety of all students.	Broad

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically groups together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Safe, Clean & Functional School Facility (SARC)	Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0			Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0	
2	School Attendance Rate (Local: Aeries-SIS)	94.3%			>95%	
3	Middle School Dropout Rate (CALPADS)	0%			Maintain 0%	
4	Local School Climate Survey (ASSC School Climate Assessment Instrument)	Overall School Climate: 4.27 (staff); 4.18 (parents); 3.64 (students)			Overall: 4.27(staff); 4.18(parents); 3.85(students)	

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

## Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Facility	Students and staff will have a safe and clean school to support the instructional program.	\$323,263.00	No
Action #2	Renewal Room	Students will have access to a physical space and staff to help with social-emotional learning and behavioral supports.	\$62,500.00	No
Action #3	School Climate Improvement	Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by providing professional development to support the school with student engagement, alternative	\$3,500.00	Yes



Action #	Title	Description	Total Funds	Contributing
		practices to suspensions (Restorative Practice, Positive Behavioral Interventions and Supports, and social-emotional learning).		
Action #4	Universal Meals	Students will have access to two meals each day at no cost each instructional day.	\$170,000.00	No

## Goal

Goal #	Description	Type of Goal
Goal 3	Vibrant Learning Community: The school will build relationships to connect students and families with programs and resources to help foster healthy learning opportunities for all students.	Broad

State Priorities addressed by this goal.

3, 6, 7

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically groups together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Promote parental participation in programs (Local Indicator Priority 3	Full Implementation in all areas			Full Implementation in all areas	

	Self-Reflection Tool)					
2	Chronic Absenteeism Rate (CA School Dashboard)	All Students: 27.8% Socioeconomically Disadvantaged: 33.6% Students with Disabilities: 35.3% Hispanic: 34.8% White: 26.3% Two or More Races: 37.5%			10% or less for all student groups	
3	Pupil Suspension Rates (CA School Dashboard)	All Students: 1.9% Socioeconomically Disadvantaged: 3.5% Students with Disabilities: 5.7% Hispanic: 1.5% White: 2.3% Two or More Races: 0%			Maintain 1% or lower	
4	Pupil Expulsion Rates (DataQuest Expulsion Rate)	0%			Maintain 0%	

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

## ***Goal Analysis***

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Accessible and Responsive Schools for Students with Exceptional Needs	Provide responsive programs, curriculum, and instruction to support the needs of students with exceptional needs.	\$87,860.00	No
Action #2	Accessible and Responsive Schools for Unduplicated Pupils	Provide responsive programs, curriculum, and instruction to support unduplicated pupils (students identified and socioeconomically disadvantaged, foster/homeless youth, and English Language Learners).	\$87,860.00	Yes
Action #3	Family and Community Engagement	Provide avenues where families are valued as active participants in building and fostering strong school and community relationships and connections. Provide information to families on how to support the efforts of the	\$21,290.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school at home. Build capacity with families to take leadership roles that address specific school needs.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$208,567.00	\$0.00

### 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
6.42%	0.00%	\$0.00	6.42%

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 #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

<p>Goal 1 Action 1, Goal 1 Action 2, Goal 1 Action 3, Goal 1 Action 4, Goal 1 Action 5, Goal 1 Action 6, Goal 1 Action 7, Goal 1 Action 9, Goal 1 Action 10, Goal 1 Action 11</p>	<p>Socioeconomically disadvantaged (SED) students are currently the only unduplicated pupil group with more than 11 students for GVRS. While the overall student group falls into the "yellow" category for ELA and Mathematics on the Dashboard, SED students are currently performing slightly lower than the overall group for both subject areas. The data shows a need to address these slight achievement gaps in ELA and mathematics for SED students.</p>	<p>The actions related to accelerating academic achievement will prioritize SED students when implementing interventions, planning professional development, and program development but will also help to address the identified deficits for the overall student group as a result of the implementation of these actions.</p>	<p>Monitoring teacher assignments, local indicator self-reflection tool for priority 2, ELA academic indicator on Dashboard, mathematics academic indicator on Dashboard, and local assessment data.</p>
<p>Goal 3 Action 3, Goal 3 Action 2</p>	<p>SED students have higher rates of chronic absenteeism and suspension than the overall student group at the LEA.</p>	<p>Chronic absenteeism rates and suspension rates are high across all student groups at the LEA. However, the rates are decreasing at a slower rate than the overall student group. The LEA will be re-evaluating and implementing interventions shown to improve chronic absenteeism and suspension rates for</p>	<p>Local indicator self-reflection tool for priority, chronic absenteeism rates, and pupil suspension rates</p>

	SED students but will also be used with the overall student group to continue improvement for all students as they require improvement in these areas as well.
--	--

## 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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	The EL student group is below 11 students, but the LEA wants to monitor the progress of identified EL students to ensure academic achievement and success in the instructional program.	Having staff trained on the assessment and identification of EL students will collaborate with class teachers to ensure effective instructional strategies and interventions are being provided to EL students.	ELA and mathematics indicator on Dashboard, and local assessment data (Fastbridge)
Goal 3 Action 2	SED students are performing below the overall student group in academic areas, chronic absenteeism, and suspension.	The LEA will implement an advisory committee to increase parent engagement and educational partner feedback to identify and address the identified needs of SED students and support families in improving the identified needs.	Local indicator priority 3 self-reflection, chronic absenteeism and pupil suspension rates

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.

Not applicable

## Additional Concentration Grant Funding

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

Not applicable

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	12.5 to 1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	15 to 1	N/A

## 2024-25 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$3,173,571.00	\$208,567.00	6.57%	0.00%	6.57%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$2,760,137.00	\$288,634.00	\$0.00	\$35,016.00	\$3,083,787.00	\$1,782,154.00	\$1,301,633.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Math	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing
1	2	English Language Arts	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing
1	3	Intervention	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing
1	4	Academic Supports for EL Students	EL	Yes	Limited	EL	All Schools	Ongoing
1	5	Title I Supports	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	6	Enrichment Opportunities	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	7	Professional Development	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	8	Specialty Classes	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	9	Central Office System Supports for Continuous Improvement	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	10	Supports and Services for Students with Exceptional Needs	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	11	Class Teachers	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	12	Classroom Materials	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
2	1	Facility	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
2	2	Renewal Room	All	No	LEA-Wide	Low Income, Homeless and	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
						Foster Youth, EL		
2	3	School Climate Improvement	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
2	4	Universal Meals	All	No	LEA-Wide	Low Income	LEA Wide	Ongoing
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	Students with Disabilities	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Unduplicated Pupils	Yes	Limited	Low Income	All Schools	Ongoing
3	3	Family and Community Engagement	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	\$0.00	\$9,619.00	\$0.00	\$0.00	\$0.00	\$9,619.00	\$9,619.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	2	\$0.00	\$9,619.00	\$0.00	\$0.00	\$0.00	\$9,619.00	\$9,619.00	0.00%
1	3	\$100,000.00	\$9,619.00	\$73,019.00	\$26,981.00	\$0.00	\$9,619.00	\$109,619.00	0.00%
1	4	\$45,000.00	\$0.00	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00	0.00%
1	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
1	6	\$100,934.00	\$16,468.00	\$117,402.00	\$0.00	\$0.00	\$0.00	\$117,402.00	0.00%
1	7	\$0.00	\$23,400.00	\$17,241.00	\$0.00	\$0.00	\$6,159.00	\$23,400.00	0.00%
1	8	\$200,000.00	\$42,855.00	\$200,000.00	\$42,855.00	\$0.00	\$0.00	\$242,855.00	0.00%
1	9	\$0.00	\$484,728.00	\$484,728.00	\$0.00	\$0.00	\$0.00	\$484,728.00	0.00%
1	10	\$200,000.00	\$120,272.00	\$160,000.00	\$160,272.00	\$0.00	\$0.00	\$320,272.00	0.00%
1	11	\$900,000.00	\$0.00	\$841,474.00	\$58,526.00	\$0.00	\$0.00	\$900,000.00	0.00%
1	12	\$0.00	\$65,000.00	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00	0.00%
2	1	\$0.00	\$323,263.00	\$323,263.00	\$0.00	\$0.00	\$0.00	\$323,263.00	0.00%
2	2	\$60,500.00	\$2,000.00	\$62,500.00	\$0.00	\$0.00	\$0.00	\$62,500.00	0.00%
2	3	\$0.00	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	0.00%
2	4	\$0.00	\$170,000.00	\$170,000.00	\$0.00	\$0.00	\$0.00	\$170,000.00	0.00%
3	1	\$87,860.00	\$0.00	\$87,860.00	\$0.00	\$0.00	\$0.00	\$87,860.00	0.00%
3	2	\$87,860.00	\$0.00	\$87,860.00	\$0.00	\$0.00	\$0.00	\$87,860.00	0.00%
3	3	\$0.00	\$21,290.00	\$21,290.00	\$0.00	\$0.00	\$0.00	\$21,290.00	0.00%

## 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)
\$3,173,571.00	\$208,567.00	6.57%	0.00%	6.57%	\$2,760,137.00	0.00%	86.97%

Totals by Type	Total LCFF Funds
Total:	\$2,760,137.00
LEA-wide Total:	\$2,627,277.00
Limited Total:	\$132,860.00
Schoolwide Total:	\$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	Math	Yes	LEA-Wide	Low Income	All Schools	\$0.00	0.00%
1	2	English Language Arts	Yes	LEA-Wide	Low Income	All Schools	\$0.00	0.00%
1	3	Intervention	Yes	LEA-Wide	Low Income	All Schools	\$73,019.00	0.00%
1	4	Academic Supports for EL Students	Yes	Limited	EL	All Schools	\$45,000.00	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	5	Title I Supports	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$0.00	0.00%
1	6	Enrichment Opportunities	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$117,402.00	0.00%
1	7	Professional Development	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$17,241.00	0.00%
1	10	Supports and Services for Students with Exceptional Needs	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$160,000.00	0.00%
1	11	Class Teachers	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$841,474.00	0.00%
2	3	School Climate Improvement	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$3,500.00	0.00%
3	2	Accessible and Responsive Schools for	Yes	Limited	Low Income	All Schools	\$87,860.00	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 (%)
		Unduplicated Pupils						
3	3	Family and Community Engagement	Yes	LEA-Wide	Low Income	All Schools	\$21,290.00	0.00%

## 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$571,050.00	\$853,531.63

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Summer Waldorf Training	No	\$2,000.00	\$720.25
1	2	Waldorf certification	No	\$10,000.00	\$17,514.39
1	3	Induction Program	No	\$8,200.00	\$8,484.73
1	4	Mentorship	No	\$30,000.00	\$36,214.95
2	1	Fastbridge	No	\$2,300.00	\$2,090.00
2	2	Educational Support Services	Yes	\$250,000.00	\$334,473.00
2	3	Analysis of assessments	No	\$0.00	\$0.00
2	4	Professional Development	Yes	\$1,000.00	\$565.91

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	1	Parent Enrichment Opportunities	No	\$1,000.00	\$150.00
3	2	Aeries Communication/Parent Square	No	\$5,300.00	\$1,324.40
3	3	Parent Involvement	No	\$0.00	\$0.00
4	1	Renewal Room	No	\$30,000.00	\$62,478.00
4	2	Expanded learning opportunities program	No	\$150,000.00	\$195,212.00
4	3	Universal Meals	No	\$50,000.00	\$188,126.00
4	4	Student Survey	No	\$250.00	\$934.00
4	5	Attendance	No	\$0.00	\$0.00
5	1	Math curriculum	Yes	\$1,000.00	\$0.00
5	2	Targeted and Intensive Interventions	Yes	\$30,000.00	\$5,244.00

## 2023-24 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$196,965.00	\$252,000.00	\$335,038.91	(\$83,038.91)	9.24%	11.17%	1.93%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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)
2	2	Educational Support Services	Yes	\$250,000.00	\$334,473.00	8.20%	10.98%
2	4	Professional Development	Yes	\$1,000.00	\$565.91	0.03%	0.02%
5	1	Math curriculum	Yes	\$1,000.00	\$0.00	0.03%	0.00%
5	2	Targeted and Intensive Interventions	Yes	\$0.00	\$0.00	0.98%	0.17%

## 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 (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,047,100.00	\$196,965.00	0.00%	6.46%	\$335,038.91	11.17%	22.17%	\$0.00 - No Carryover	0.00% - No Carryover

## Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (*California Education Code [EC] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC Section 52064[b][4-6]*).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC sections 52064[b][1] and [2]*).
    - **NOTE:** As specified in *EC Section 62064(b)(1)*, the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC Section 52052*, to be achieved for each of the state priorities. Beginning in 2023–24, *EC Section 52052* identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC Section 52064[b][7]*).
  - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC sections 52064[b][6], [8], and [11]*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and

reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

## **Plan Summary**

### ***Purpose***

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest

of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## ***Requirements and Instructions***

### ***General Information***

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

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

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

### ***Reflections: Annual Performance***

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

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

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

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

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

### ***Reflections: Technical Assistance***

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

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

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

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

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## **Engaging Educational Partners**

### ***Purpose***

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and

outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

## ***Requirements***

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

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

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

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

## ***Instructions***

### ***Respond to the prompts as follows:***

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

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

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

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

***Complete the table as follows:***

**Educational Partners**

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

**Process for Engagement**

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:



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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

### **Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

### ***Focus Goal(s)***

#### Description

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

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

Explain why the LEA has chosen to prioritize this goal.

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

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

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

**Note:** EC Section [42238.024\(b\)\(1\)](#) ([California Legislative Information](#)) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has

informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## ***Broad Goal***

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

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

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

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

### Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

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

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

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.



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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

***Actions:***

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

Action #

- Enter the action number.

## Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

### **Required Actions**

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions

identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

### ***Statutory Requirements***

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

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

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

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

### ***LEA-wide and Schoolwide Actions***

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

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

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

### ***For School Districts Only***

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

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

## ***Requirements and Instructions***

Complete the tables as follows:

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

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## ***Required Descriptions:***

### ***LEA-wide and Schoolwide Actions***

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

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

Complete the table as follows:

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

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

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

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

## Limited Actions

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

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

Complete the table as follows:

## Identified Need(s)

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

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

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



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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

- The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

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

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

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

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

### ***Total Planned Expenditures Table***

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

- **LCAP Year:** Identify the applicable LCAP Year.

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

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action

contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded. For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## ***Contributing Actions Table***

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

if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

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

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

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

## ***Calculations in the Action Tables***

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

### ***Contributing Actions Table***

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

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing



Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

### ***LCFF Carryover Table***

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley River

CDS Code: 34674470114983

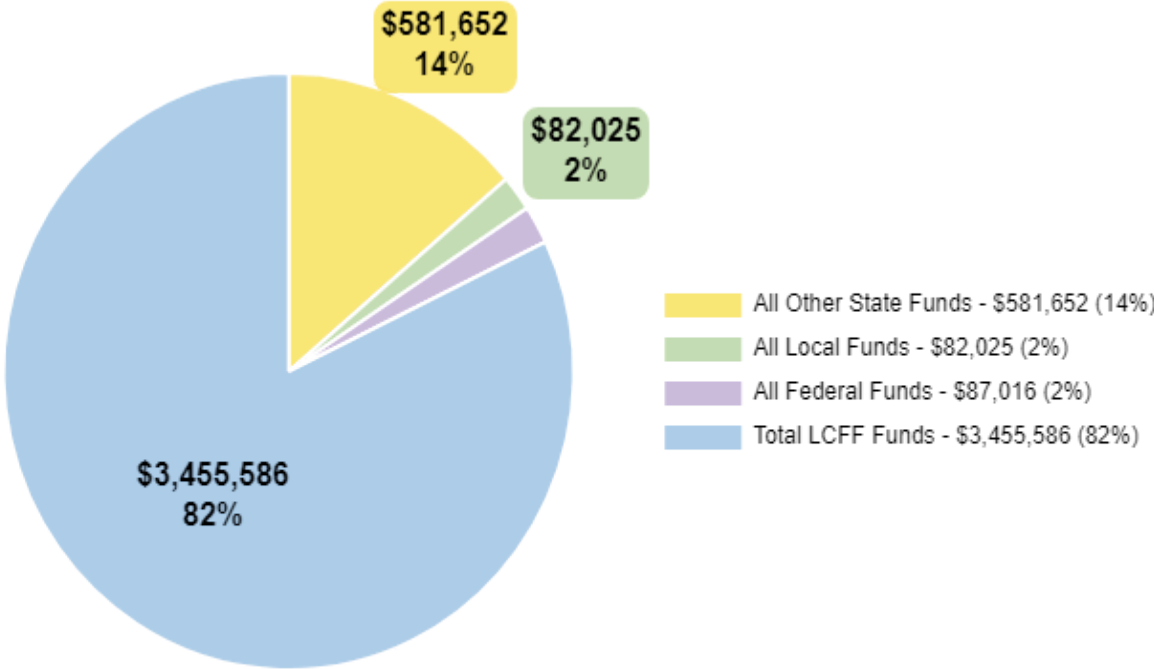
School Year: 2024-25

LEA Contact Information: Caleb Buckley | [cbuckley@goldenvalleycharter.org](mailto:cbuckley@goldenvalleycharter.org) | 916-597-1478

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

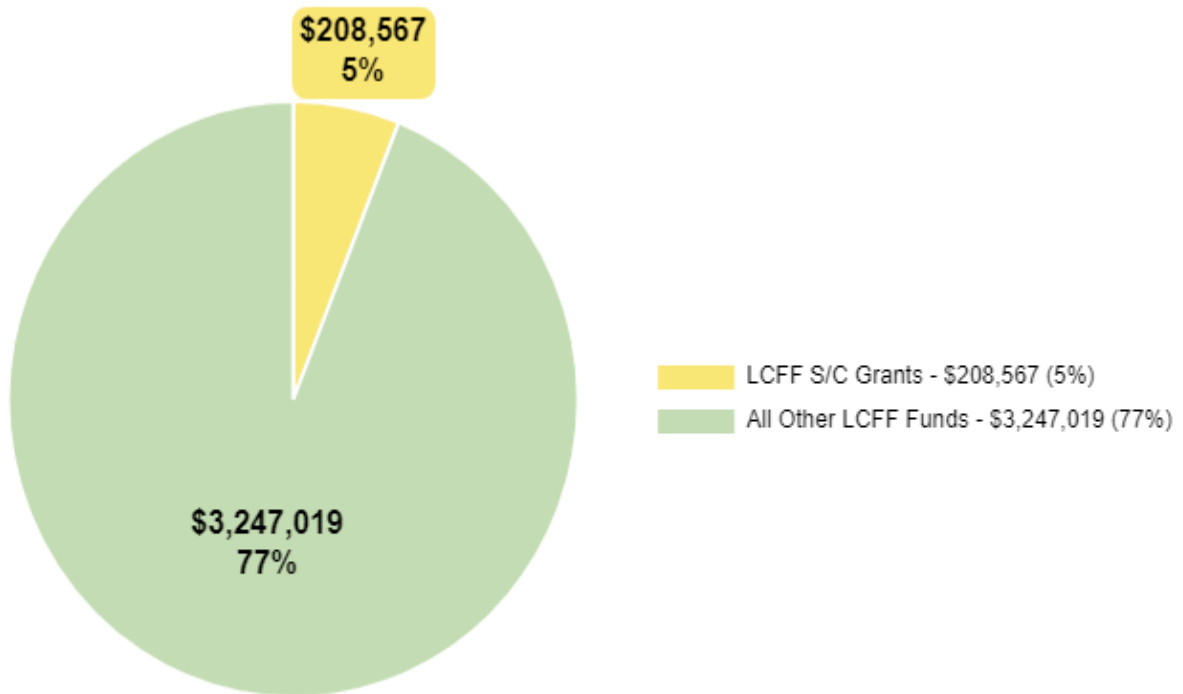
# Budget Overview for the 2024-25 School Year

## Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$581,652	14%
All Local Funds	\$82,025	2%
All Federal Funds	\$87,016	2%
Total LCFF Funds	\$3,455,586	82%

## Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$208,567	5%
All Other LCFF Funds	\$3,247,019	77%

*These charts show the total general purpose revenue Golden Valley River expects to receive in the coming year from all sources.*

The total revenue projected for Golden Valley River is \$4,206,279, of which \$3,455,586 is Local Control Funding Formula (LCFF), \$581,652 is other state funds, \$82,025 is local funds, and \$87,016 is federal funds. Of the \$3,455,586 in LCFF Funds, \$208,567 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

## Budgeted Expenditures in the LCAP



*This chart provides a quick summary of how much Golden Valley River plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.*

---

Golden Valley River plans to spend \$4,201,580 for the 2024-25 school year. Of that amount, \$2,760,137 is tied to actions/services in the LCAP and \$1,441,443 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

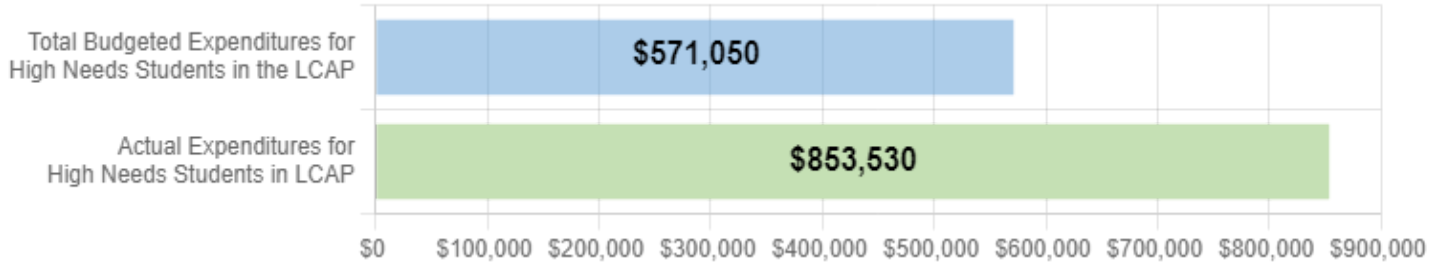
The budgeted expenditure that are not included in the LCAP will be used for general operating expenses.

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

In 2024-25, Golden Valley River is projecting it will receive \$208,567 based on the enrollment of foster youth, English learner, and low-income students. Golden Valley River must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Valley River plans to spend \$2,627,277 towards meeting this requirement, as described in the LCAP.

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

## Prior Year Expenditures: Increased or Improved Services for High Needs Students



*This chart compares what Golden Valley River budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Valley River estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

---

In 2023-24, Golden Valley River's LCAP budgeted \$571,050 for planned actions to increase or improve services for high needs students. Golden Valley River actually spent \$853,530 for actions to increase or improve services for high needs students in 2023-24.

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**CHARTER SCHOOL CERTIFICATION**

<b>Charter School Name:</b>	<b>Golden Valley Orchard</b>
(name continued)	
<b>CDS #:</b>	<b>34-67447-0132399</b>
<b>Charter Approving Entity:</b>	<b>San Juan Unified</b>
<b>County:</b>	<b>Sacramento</b>
<b>Charter #:</b>	<b>1728</b>
<b>Fiscal Year:</b>	<b>2024-25</b>

---

To the entity that approved the charter school:  
(  ) 2024-25 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print Name: Caleb Buckley Title: Executive Director

---

To the County Superintendent of Schools:  
(  ) 2024-25 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

---

For additional information on the BUDGET, please contact:

For Approving Entity:

Barbara Gross  
Name  
Manager; Fiscal Services  
Title  
916-971-9119  
Telephone  
[barbara.gross@sanjuan.edu](mailto:barbara.gross@sanjuan.edu)  
E-mail address

For Charter School:

Caleb Buckley  
Name  
Executive Director  
Title  
916-597-1478  
Telephone  
[cbuckley@goldenvalleycharter.org](mailto:cbuckley@goldenvalleycharter.org)  
E-mail address

---

(  ) 2024-25 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
ACOE District Advisor



**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** Golden Valley Orchard  
 (name continued) \_\_\_\_\_  
**CDS #:** 34-67447-0132399  
**Charter Approving Entity:** San Juan Unified  
**County:** Sacramento  
**Charter #:** 1728  
**Budgeting Period:** 2024-25

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>A. REVENUES</b>					
<b>1. LCFF Sources</b>					
State Aid - Current Year	8011	2,219,946.00	2,443,097.00	0.00	2,443,097.00
Education Protection Account State Aid - Current Year	8012	55,008.00	59,466.00	0.00	59,466.00
State Aid - Prior Years	8019	49,513.00	0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	853,834.00	923,031.06		923,031.06
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00
Total, LCFF Sources		3,178,301.00	3,425,594.06	0.00	3,425,594.06
<b>2. Federal Revenues</b>					
Every Student Succeeds Act (Titles I - V)	8290	35,908.00		35,908.00	35,908.00
Special Education - Federal	8181, 8182	0.00		0.00	0.00
Child Nutrition - Federal	8220	39,000.00		39,000.00	39,000.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	56,647.00		0.00	0.00
Total, Federal Revenues		131,555.00	0.00	74,908.00	74,908.00
<b>3. Other State Revenues</b>					
Special Education - State	StateRevSE	148,130.00		149,411.50	149,411.50
All Other State Revenues	StateRevAO	514,453.00	58,732.00	342,320.00	401,052.00
Total, Other State Revenues		662,583.00	58,732.00	491,731.50	550,463.50
<b>4. Other Local Revenues</b>					
All Other Local Revenues	LocalRevAO	80,000.00	120,000.00	0.00	120,000.00
Total, Local Revenues		80,000.00	120,000.00	0.00	120,000.00
<b>5. TOTAL REVENUES</b>					
		4,052,439.00	3,604,326.06	566,639.50	4,170,965.56
<b>B. EXPENDITURES</b>					
<b>1. Certificated Salaries</b>					
Certificated Teachers' Salaries	1100	891,584.90	847,329.42	0.00	847,329.42
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	108,692.00	185,995.00	37,080.00	223,075.00
Other Certificated Salaries	1900	209,914.18	135,707.00	80,377.00	216,084.00
Total, Certificated Salaries		1,210,191.08	1,169,031.42	117,457.00	1,286,488.42
<b>2. Non-certificated Salaries</b>					
Non-certificated Instructional Aides' Salaries	2100	137,410.19	141,325.00	0.00	141,325.00
Non-certificated Support Salaries	2200	139,476.20	45,591.00	139,384.00	184,975.00

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** Golden Valley Orchard

(name continued)

Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	83,362.00	85,777.00	0.00	85,777.00
Other Non-certificated Salaries	2900	127,836.00	7,787.00	82,532.00	90,319.00
<b>Total, Non-certificated Salaries</b>		<b>488,084.39</b>	<b>280,480.00</b>	<b>221,916.00</b>	<b>502,396.00</b>

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102	210,781.00	180,723.00	42,636.00	223,359.00
PERS	3201-3202	149,963.00	133,172.08	31,417.92	164,590.00
OASDI / Medicare / Alternative	3301-3302	74,947.25	63,618.31	13,891.72	77,510.03
Health and Welfare Benefits	3401-3402	120,280.00	81,088.19	19,130.29	100,218.48
Unemployment Insurance	3501-3502	19,885.20	16,273.87	3,839.13	20,113.00
Workers' Compensation Insurance	3601-3602	19,999.74	30,209.07	7,126.83	37,335.90
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00
<b>Total, Employee Benefits</b>		<b>595,856.19</b>	<b>505,084.52</b>	<b>118,041.89</b>	<b>623,126.41</b>
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00
Materials and Supplies	4300	99,200.00	96,000.00	0.00	96,000.00
Noncapitalized Equipment	4400	52,600.00	46,200.00	0.00	46,200.00
Food	4700	142,800.00	135,000.00	0.00	135,000.00
<b>Total, Books and Supplies</b>		<b>294,600.00</b>	<b>277,200.00</b>	<b>0.00</b>	<b>277,200.00</b>
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	74,369.00	53,400.00	0.00	53,400.00
Dues and Memberships	5300	8,756.00	8,760.00	0.00	8,760.00
Insurance	5400	49,202.00	49,000.00	0.00	49,000.00
Operations and Housekeeping Services	5500	47,375.00	47,858.40	0.00	47,858.40
Rentals, Leases, Repairs, and Noncap. Improvements	5600	310,100.00	335,182.62	0.00	335,182.62
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	922,916.99	848,223.75	109,224.61	957,448.36
Communications	5900	20,434.00	21,040.00	0.00	21,040.00
<b>Total, Services and Other Operating Expenditures</b>		<b>1,433,152.99</b>	<b>1,363,464.77</b>	<b>109,224.61</b>	<b>1,472,689.38</b>
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
<i>Depreciation Expense (for full accrual basis only)</i>	6900				0.00
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>7. Other Outgo</b>					

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Golden Valley Orchard

(name continued)

Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		4,021,884.65	3,595,260.71	566,639.50	4,161,900.21
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		30,554.35	9,065.35	0.00	9,065.35

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		30,554.35	9,065.35	0.00	9,065.35
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	140,117.00	170,671.35		170,671.35
b. Adjustments/Restatements to Beginning Balance	9793, 9795				0.00
c. Adjusted Beginning Balance		140,117.00	170,671.35	0.00	170,671.35
2. Ending Fund Balance, June 30 (E + F.1.c.)		170,671.35	179,736.70	0.00	179,736.70
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	120,656.53	124,857.00		124,857.00
Unassigned / Unappropriated Amount	9790	50,014.82	54,879.70	0.00	54,879.70

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** Golden Valley Orchard  
**(name continued)** \_\_\_\_\_

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

<b>Charter School Name:</b>	Golden Valley Orchard
(name continued)	
<b>CDS #:</b>	34-67447-0132399
<b>Charter Approving Entity:</b>	San Juan Unified
<b>County:</b>	Sacramento
<b>Charter #:</b>	1728
<b>Fiscal Year:</b>	2024-25

*This charter school uses the following basis of accounting:*

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
<b>1. LCFF Sources</b>						
State Aid - Current Year	8011	2,443,097.00	0.00	2,443,097.00	2,566,058.00	2,676,099.00
Education Protection Account State Aid - Current Year	8012	59,466.00	0.00	59,466.00	60,027.00	60,027.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	923,031.06	0.00	923,031.06	931,738.90	931,738.90
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		3,425,594.06	0.00	3,425,594.06	3,557,823.90	3,667,864.90
<b>2. Federal Revenues</b>						
Every Student Succeeds Act (Titles I - V)	8290	0.00	35,908.00	35,908.00	35,908.00	35,908.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	39,000.00	39,000.00	39,000.00	39,000.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	74,908.00	74,908.00	74,908.00	74,908.00
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	0.00	149,411.50	149,411.50	149,411.50	149,411.50
All Other State Revenues	StateRevAO	58,732.00	342,320.00	401,052.00	405,367.00	310,373.00
Total, Other State Revenues		58,732.00	491,731.50	550,463.50	554,778.50	459,784.50
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	120,000.00	0.00	120,000.00	120,000.00	120,000.00
Total, Local Revenues		120,000.00	0.00	120,000.00	120,000.00	120,000.00
<b>5. TOTAL REVENUES</b>						
		3,604,326.06	566,639.50	4,170,965.56	4,307,510.40	4,322,557.40
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	847,329.42	0.00	847,329.42	872,749.30	898,931.78
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	185,995.00	37,080.00	223,075.00	229,767.25	236,660.27
Other Certificated Salaries	1900	135,707.00	80,377.00	216,084.00	222,566.52	229,243.52
Total, Certificated Salaries		1,169,031.42	117,457.00	1,286,488.42	1,325,083.07	1,364,835.56
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	141,325.00	0.00	141,325.00	145,564.75	149,931.69
Non-certificated Support Salaries	2200	45,591.00	139,384.00	184,975.00	190,524.25	196,239.98
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	85,777.00	0.00	85,777.00	88,350.31	91,000.82
Other Non-certificated Salaries	2900	7,787.00	82,532.00	90,319.00	93,028.57	95,819.43
Total, Non-certificated Salaries		280,480.00	221,916.00	502,396.00	517,467.88	532,991.92

Description	Object Code	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

**Charter School Name:** Golden Valley Orchard

(name continued)

<b>3. Employee Benefits</b>						
STRS	3101-3102	180,723.00	42,636.00	223,359.00	253,090.87	260,683.59
PERS	3201-3202	133,172.08	31,417.92	164,590.00	131,281.60	135,220.05
OASDI / Medicare / Alternative	3301-3302	63,618.31	13,891.72	77,510.03	82,160.63	87,090.27
Health and Welfare Benefits	3401-3402	81,088.19	19,130.29	100,218.48	103,225.03	106,321.79
Unemployment Insurance	3501-3502	16,273.87	3,839.13	20,113.00	20,716.39	21,337.88
Workers' Compensation Insurance	3601-3602	30,209.07	7,126.83	37,335.90	38,455.98	39,609.66
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		505,084.52	118,041.89	623,126.41	628,930.50	650,263.24
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	96,000.00	0.00	96,000.00	97,920.00	99,878.40
Noncapitalized Equipment	4400	46,200.00	0.00	46,200.00	43,284.00	43,879.68
Food	4700	135,000.00	0.00	135,000.00	137,700.00	140,454.00
Total, Books and Supplies		277,200.00	0.00	277,200.00	278,904.00	284,212.08
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	53,400.00	0.00	53,400.00	74,868.00	76,365.36
Dues and Memberships	5300	8,760.00	0.00	8,760.00	8,935.20	9,113.90
Insurance	5400	49,000.00	0.00	49,000.00	49,980.00	50,979.60
Operations and Housekeeping Services	5500	47,858.40	0.00	47,858.40	48,815.57	49,791.88
Rentals, Leases, Repairs, and Noncap. Improvements	5600	335,182.62	0.00	335,182.62	341,886.28	348,724.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	848,223.75	109,224.61	957,448.36	973,031.80	1,000,180.90
Communications	5900	21,040.00	0.00	21,040.00	21,460.80	21,890.02
Total, Services and Other Operating Expenditures		1,363,464.77	109,224.61	1,472,689.38	1,518,977.64	1,557,045.66
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)</b>						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		3,595,260.71	566,639.50	4,161,900.21	4,269,363.10	4,389,348.46
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		9,065.35	0.00	9,065.35	38,147.30	(66,791.06)

Description	Object Code	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

**Charter School Name:** Golden Valley Orchard

(name continued)

1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		9,065.35	0.00	9,065.35	38,147.30	(66,791.06)
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	170,671.35	0.00	170,671.35	179,736.70	217,884.00
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		170,671.35	0.00	170,671.35	179,736.70	217,884.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		179,736.70	0.00	179,736.70	217,884.00	151,092.94
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	124,857.00	0.00	124,857.00	128,080.89	131,680.45
Undesignated / Unappropriated Amount	9790	54,879.70	0.00	54,879.70	89,803.11	19,412.49

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**CHARTER SCHOOL CERTIFICATION**

<b>Charter School Name:</b>	<b>Golden Valley River</b>
(name continued)	
<b>CDS #:</b>	<b>36674470114983</b>
<b>Charter Approving Entity:</b>	<b>San Juan Unified School District</b>
<b>County:</b>	<b>Sacramento</b>
<b>Charter #:</b>	<b>0946</b>
<b>Fiscal Year:</b>	<b>2024-25</b>

---

To the entity that approved the charter school:  
(  ) 2024-25 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print Name: Caleb Buckley Title: Executive Director

---

To the County Superintendent of Schools:  
(  ) 2024-25 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

---

For additional information on the BUDGET, please contact:

For Approving Entity:

Barbara Gross  
Name  
Manager, Fiscal Services  
Title  
(916)971-9119  
Telephone  
[barbara.gross@sanjuan.edu](mailto:barbara.gross@sanjuan.edu)  
E-mail address

For Charter School:

Caleb Buckley  
Name  
Executive Director  
Title  
(916)597-1478  
Telephone  
[cbuckley@goldenvalleycharter.org](mailto:cbuckley@goldenvalleycharter.org)  
E-mail address

---

(  ) 2024-25 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
ACOE District Advisor



**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** Golden Valley River  
 (name continued) \_\_\_\_\_  
**CDS #:** 36674470114983  
**Charter Approving Entity:** San Juan Unified School District  
**County:** Sacramento  
**Charter #:** 0946  
**Budgeting Period:** 2024-25

*This charter school uses the following basis of accounting:*

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>A. REVENUES</b>					
1. LCFF Sources					
State Aid - Current Year	8011	1,454,571.00	1,529,469.00	0.00	1,529,469.00
Education Protection Account State Aid - Current Year	8012	968,521.00	1,006,904.00	0.00	1,006,904.00
State Aid - Prior Years	8019	4,684.00	0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	893,633.00	919,213.27		919,213.27
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00
Total, LCFF Sources		3,321,409.00	3,455,586.27	0.00	3,455,586.27
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	45,016.00		45,016.00	45,016.00
Special Education - Federal	8181, 8182	0.00		0.00	0.00
Child Nutrition - Federal	8220	42,000.00		42,000.00	42,000.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	72,028.00		0.00	0.00
Total, Federal Revenues		159,044.00	0.00	87,016.00	87,016.00
3. Other State Revenues					
Special Education - State	StateRevSE	154,031.00		160,272.00	160,272.00
All Other State Revenues	StateRevAO	555,770.00	58,313.93	363,065.71	421,379.64
Total, Other State Revenues		709,801.00	58,313.93	523,337.71	581,651.64
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	42,252.00	82,025.00	0.00	82,025.00
Total, Local Revenues		42,252.00	82,025.00	0.00	82,025.00
5. TOTAL REVENUES					
		4,232,506.00	3,595,925.20	610,353.71	4,206,278.91
<b>B. EXPENDITURES</b>					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	1,081,992.00	984,797.00	0.00	984,797.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	139,721.00	99,385.00	81,576.00	180,961.00
Other Certificated Salaries	1900	130,357.00	134,227.00	0.00	134,227.00
Total, Certificated Salaries		1,352,070.00	1,218,409.00	81,576.00	1,299,985.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	265,438.30	215,717.40	26,697.60	242,415.00
Non-certificated Support Salaries	2200	191,307.20	67,012.49	129,680.51	196,693.00

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** Golden Valley River

(name continued)

Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	64,069.00	120,125.00	0.00	120,125.00
Other Non-certificated Salaries	2900	35,734.00	7,786.48	64,030.52	71,817.00
<b>Total, Non-certificated Salaries</b>		<b>556,548.50</b>	<b>410,641.37</b>	<b>220,408.63</b>	<b>631,050.00</b>

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102	220,334.04	185,901.71	34,529.29	220,431.00
PERS	3201-3202	183,503.01	169,899.93	31,557.07	201,457.00
OASDI / Medicare / Alternative	3301-3302	97,455.00	84,190.43	15,637.57	99,828.00
Health and Welfare Benefits	3401-3402	149,688.00	92,468.00	17,175.00	109,643.00
Unemployment Insurance	3501-3502	24,606.00	20,560.04	3,818.96	24,379.00
Workers' Compensation Insurance	3601-3602	24,012.00	34,143.32	6,341.68	40,485.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00
<b>Total, Employee Benefits</b>		<b>699,598.05</b>	<b>587,163.44</b>	<b>109,059.56</b>	<b>696,223.00</b>
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00
Materials and Supplies	4300	97,920.00	19,049.12	66,950.88	86,000.00
Noncapitalized Equipment	4400	64,000.00	44,880.00	0.00	44,880.00
Food	4700	137,700.00	135,000.00	0.00	135,000.00
<b>Total, Books and Supplies</b>		<b>299,620.00</b>	<b>198,929.12</b>	<b>66,950.88</b>	<b>265,880.00</b>
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	48,130.00	23,400.00	0.00	23,400.00
Dues and Memberships	5300	9,100.00	8,760.00	0.00	8,760.00
Insurance	5400	49,202.00	49,000.00	0.00	49,000.00
Operations and Housekeeping Services	5500	57,000.00	58,140.00	0.00	58,140.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	307,663.00	331,786.12	0.00	331,786.12
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	818,426.43	683,957.12	132,358.64	816,315.76
Communications	5900	18,360.00	21,040.00	0.00	21,040.00
<b>Total, Services and Other Operating Expenditures</b>		<b>1,307,881.43</b>	<b>1,176,083.24</b>	<b>132,358.64</b>	<b>1,308,441.88</b>
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
<i>Depreciation Expense (for full accrual basis only)</i>	6900				0.00
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>7. Other Outgo</b>					

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Golden Valley River

(name continued)

Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfer of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal	7439			0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		<b>4,215,717.98</b>	<b>3,591,226.17</b>	<b>610,353.71</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>16,788.02</b>	<b>4,699.03</b>	<b>0.00</b>
				<b>4,699.03</b>

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		16,788.02	4,699.03	0.00	4,699.03
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	886,964.00	903,748.00		903,748.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795				0.00
c. Adjusted Beginning Balance		886,964.00	903,748.00	0.00	903,748.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		903,752.02	908,447.03	0.00	908,447.03
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	126,471.54	126,047.40		126,047.40
Unassigned / Unappropriated Amount	9790	777,280.48	782,399.63	0.00	782,399.63

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** Golden Valley River  
**(name continued)** \_\_\_\_\_

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

<b>Charter School Name:</b>	Golden Valley River
(name continued)	
<b>CDS #:</b>	36674470114983
<b>Charter Approving Entity:</b>	San Juan Unified School District
<b>County:</b>	Sacramento
<b>Charter #:</b>	0946
<b>Fiscal Year:</b>	2024-25

*This charter school uses the following basis of accounting:*

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
<b>1. LCFF Sources</b>						
State Aid - Current Year	8011	1,529,469.00	0.00	1,529,469.00	1,709,523.00	1,903,178.00
Education Protection Account State Aid - Current Year	8012	1,006,904.00	0.00	1,006,904.00	1,108,790.00	1,210,772.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	919,213.27	0.00	919,213.27	983,412.28	1,041,775.03
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		3,455,586.27	0.00	3,455,586.27	3,801,725.28	4,155,725.03
<b>2. Federal Revenues</b>						
Every Student Succeeds Act (Titles I - V)	8290	0.00	45,016.00	45,016.00	45,016.00	45,016.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	42,000.00	42,000.00	42,000.00	42,000.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	87,016.00	87,016.00	87,016.00	87,016.00
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	0.00	160,272.00	160,272.00	160,272.00	160,272.00
All Other State Revenues	StateRevAO	58,313.93	363,065.71	421,379.64	420,900.00	357,491.00
Total, Other State Revenues		58,313.93	523,337.71	581,651.64	581,172.00	517,763.00
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	82,025.00	0.00	82,025.00	82,025.00	82,025.00
Total, Local Revenues		82,025.00	0.00	82,025.00	82,025.00	82,025.00
<b>5. TOTAL REVENUES</b>						
		3,595,925.20	610,353.71	4,206,278.91	4,551,938.28	4,842,529.03
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	984,797.00	0.00	984,797.00	1,014,340.91	1,044,771.14
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	99,385.00	81,576.00	180,961.00	186,389.83	191,981.52
Other Certificated Salaries	1900	134,227.00	0.00	134,227.00	138,253.81	142,401.42
Total, Certificated Salaries		1,218,409.00	81,576.00	1,299,985.00	1,338,984.55	1,379,154.09
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	215,717.40	26,697.60	242,415.00	249,687.45	257,178.07
Non-certificated Support Salaries	2200	67,012.49	129,680.51	196,693.00	202,593.79	208,671.60
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	120,125.00	0.00	120,125.00	123,728.75	127,440.61
Other Non-certificated Salaries	2900	7,786.48	64,030.52	71,817.00	73,971.51	76,190.66
Total, Non-certificated Salaries		410,641.37	220,408.63	631,050.00	649,981.50	669,480.95

Description	Object Code	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

**Charter School Name:** Golden Valley River

(name continued)

<b>3. Employee Benefits</b>						
STRS	3101-3102	185,901.71	34,529.29	220,431.00	255,746.05	263,418.43
PERS	3201-3202	169,899.93	31,557.07	201,457.00	207,500.71	213,725.73
OASDI / Medicare / Alternative	3301-3302	84,190.43	15,637.57	99,828.00	105,817.68	112,166.74
Health and Welfare Benefits	3401-3402	92,468.00	17,175.00	109,643.00	112,932.29	116,320.26
Unemployment Insurance	3501-3502	20,560.04	3,818.96	24,379.00	25,110.37	25,863.68
Workers' Compensation Insurance	3601-3602	34,143.32	6,341.68	40,485.00	42,183.75	43,962.51
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
<b>Total, Employee Benefits</b>		<b>587,163.44</b>	<b>109,059.56</b>	<b>696,223.00</b>	<b>749,290.85</b>	<b>775,457.36</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	19,049.12	66,950.88	86,000.00	87,720.00	89,474.40
Noncapitalized Equipment	4400	44,880.00	0.00	44,880.00	45,777.60	46,693.15
Food	4700	135,000.00	0.00	135,000.00	137,700.00	140,454.00
<b>Total, Books and Supplies</b>		<b>198,929.12</b>	<b>66,950.88</b>	<b>265,880.00</b>	<b>271,197.60</b>	<b>276,621.55</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	23,400.00	0.00	23,400.00	40,324.40	40,936.40
Dues and Memberships	5300	8,760.00	0.00	8,760.00	8,935.20	9,113.90
Insurance	5400	49,000.00	0.00	49,000.00	49,980.00	50,979.60
Operations and Housekeeping Services	5500	58,140.00	0.00	58,140.00	59,302.80	60,488.86
Rentals, Leases, Repairs, and Noncap. Improvements	5600	331,786.12	0.00	331,786.12	338,421.84	345,190.28
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	683,957.12	132,358.64	816,315.76	858,494.16	892,865.76
Communications	5900	21,040.00	0.00	21,040.00	21,216.00	21,395.52
<b>Total, Services and Other Operating Expenditures</b>		<b>1,176,083.24</b>	<b>132,358.64</b>	<b>1,308,441.88</b>	<b>1,376,674.41</b>	<b>1,420,970.32</b>
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)</b>						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00	0.00	0.00
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>8. TOTAL EXPENDITURES</b>		<b>3,591,226.17</b>	<b>610,353.71</b>	<b>4,201,579.88</b>	<b>4,386,128.91</b>	<b>4,521,684.26</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>4,699.03</b>	<b>0.00</b>	<b>4,699.03</b>	<b>165,809.37</b>	<b>320,844.77</b>

Description	Object Code	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

**Charter School Name:** Golden Valley River

(name continued)

1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		4,699.03	0.00	4,699.03	165,809.37	320,844.77
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	903,748.00	0.00	903,748.00	908,447.03	1,074,256.40
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		903,748.00	0.00	903,748.00	908,447.03	1,074,256.40
2. Ending Fund Balance, June 30 (E + F.1.c.)		908,447.03	0.00	908,447.03	1,074,256.40	1,395,101.17
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	126,047.40	0.00	126,047.40	131,583.87	135,650.53
Undesignated / Unappropriated Amount	9790	782,399.63	0.00	782,399.63	942,672.53	1,259,450.64

Grwx  
Schools



# Your Forever Home

Golden Valley Charter Schools

June 3, 2024





# A Vision and a Purpose

All kids have access to a nourishing school environment where they can flourish.



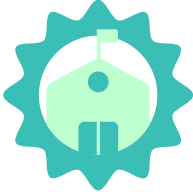
# A Shared Mission

**We help others get where they are going.**

For school leaders, that means getting you the money, resources, and know-how to create thriving schools.



# How We Support You



Money to  
**run** your school



Money to  
**buy** your school



Kids to  
**fill** your school



# Your School's Champions



## Relationship Lead / Point of Contact

### Ryan Eldridge

- Building strong client relationships for 25+ years, last 10 with Grow Schools
- Devoted to serving the needs of children
- Advocate for schools on West/East coasts

## Schools Advocate

### Kirt Nilsson

- 18-year charter school supporter
- Led 20+ schools of choice serving 14k+ students
- SVP contributor to Portland's Universal Preschool Program



## Vice President, Acquisitions

### Maddy Marilton

- 7+ years in commercial real estate
- Background in commercial real estate brokerage, management and development
- Passionate about finding schools their forever homes

## Financial Analyst

### Austin Smith

- Bachelor of Science in Finance Portland State University
- Commercial Real Estate Professional
- Passionate about creating a sustainable future for students & schools



# Summary



Locate, acquire and develop new property for Golden Valley Charter Schools by August of '25 within a total project cost of \$12.05mm, with little to no out-of-pocket expenses, complete support through construction and development, payment certainty through the life of lease and a path towards ownership in GVCS's Forever Home from a supportive charter-focused partner



Golden Valley Charter Schools into their Forever Home

- Purchase & leaseback of new location at \$12.05mm total project cost (acquisition cost below \$11.25mm)
- Total project cost includes estimated \$222k in due diligence and closing costs and \$637k in capitalized rent
- Year 1 rent estimated to be \$1.02mm, of which \$637k to be capitalized, providing relief of paying double rent until school can move into new location August of '25
- 20-year NNN lease with four 5-year renewals
- Continue path to ownership through Wonderful Foundations



Grow Schools supports the Orchard and River Schools in their Forever Homes as . . .

- Mission-aligned partner
- Having successfully acquired 50+ properties and transitioned 20+ schools into Wonderful Foundations
- Completed 25+ charter school buildout/tenant improvement projects to create a more nourishing school environment for kids

Acquisition contingent on financial and property-level diligence



**Grōw  
Schools**

# Forever Home

Let's Get You Money to Buy Your School



## Forever Home

- Reflecting Back What We Heard
- Begin Wonderful Path To Ownership
- Sustained Focus On Student Education
- Be Prepared For What Comes Next



# Reflecting What We Heard

- Golden Valley Charter Schools, a Charter Management Organization established in 2015, oversees two K-8, locally authorized, free, public Waldorf schools in Orangevale, CA. Golden Valley River, established in 2007 serves 310 students and the current charter expires in June of 2027. Golden Valley Orchard, established in 2015 also serves 310 students and the current charter expires in June of 2025. Both schools are located on Prop 39 campuses provided by San Juan Unified.
- The mission of the school is to provide a free, Waldorf education to the parents and students in Sacramento County. 60% of. The student populations live in the San Juan Unified boundaries while the remaining 40% come from neighboring districts in the county. GVCS has become a leader in Waldorf education and is successfully fulfilling the mission of preparing students for a lifetime of learning. Other Waldorf schools call for advice and partner with GVCS to share positive practices and lessons learned. The organization is thriving with a long track record of operation, leadership, Board Governance, student outcomes and community support.
- The challenge is that both schools' facilities agreements are year-to-year, Prop 39 Agreements with San Juan Unified. Both campuses have about 25k sq ft of classroom space and the enrollment numbers are “comfortably” maxed out at 310 for each location. With population growth occurring in the area, the parent/student demand is there. Both campuses could grow enrollment to 500 students if they had the space. Additional challenges with these facilities include: condition of the properties, maintenance of the properties, and the cost of the annual rent continuing to climb with little to no support in return. Orchard's location is also not ideal because houselessness in the area has increased causing some safety concerns.
- GVCS would like to relocate Orchard to a new Forever Home by the start of the FY26 school year (August of 25). GVCS would like to buy the current River campus from district and add more classroom space to house 500 students by the start of the FY26 school year (August of 25). The Facilities Committee has formed to make this a reality and are looking for a partner that can help them realize this dream. Challenge for the Committee is “how to get started” and to “see the project through” with limited bandwidth and experience in projects like this. Ideal partner would provide financing, permitting, construction and overall management services of these projects from start to finish and would be able to provide ongoing support after schools move in.



# A Path Into Your Forever Home

- Grow Schools utilizes Broker Network to help GVCS locate, tour and evaluate different properties. GVCS decides which direction to pursue.
- Grow Schools proposes/negotiates the acquisition of the property on behalf of GVCS. Grow Schools manages the zoning, CUP, entitlements prior to acquisition.
- Once the property is acquired with CUP & building permits, GVCS enters into a lease with Grow Schools.
- Grow Schools then manages the entire construction/renovation process through completion.
- GVCS opens its doors in their Forever Home without disruption to the educational program.
- GVCS continues on path to ownership with Wonderful Foundations.
- All of this financed by Grow Schools, with little to no out-of-pocket expenses to GVCS and capitalized/amortized throughout term of the lease.

# Join A Wonderful Family

## Ownership Transitioned Into Wonderful Foundations

- Join community of 21 schools over the next two years in pooled-bond transaction
- Access Giving Fund to help school achieve its mission
- Draw from Capital Expenditure Fund for building investments
- Building gifted to Golden Valley Charter Schools at term end

**Grōw  
Schools**

# **Terms**

Golden Valley Charter Schools and Grow Schools



# Terms

Sale Leaseback – Terms are subject to identification of property and/or negotiation of purchase.

## **Purchase Price: Up to \$11.25mm**

- Due Diligence: 60 days
- Close: 30 days
- Tenant Improvement funds available depending on the need and the ultimate purchase price for the property

## **Total Project Cost: Up to \$12.05mm**

- Which includes estimated \$222k in due diligence and closing costs and \$637k in capitalized rent
- Based on current affordability figures, the Total Project Cost, including Purchase Price, TIs, and other fees, must fall below \$11.25mm

**Type of Lease: NNN, 20-Years w/four, 5-year renewals**

**Grōw Schools**

- Representative rent figures, subject to change based on actual property and project:
  - Rent Year 1 (FY25): \$454,672
  - Rent Year 2 (FY26): \$1,123,950
- Escalators: Pegged to CPI with 3.00% floor

## **Contingencies**

- Comprehensive financial, charter, and property diligence

# Sustained Focus on Education



## Grow Schools Leads Effort Into Forever Home

- Grow Schools acquires building (January '25)
- GVCS enters into lease (January '25)
- Transition into Wonderful Foundations (June '26 target)
- GVCS's facility future becomes clear with support from a charter-focused partner

# In Partnership



## Turn Rent Payments Into a Future Investment

- We buy the building & lease it back to you - \$12.05mm (TPC)
- With known payments to plan for expansion, upgrades & growth – Estimated year 1 lease payment: \$454,672 (\$637k capitalized)
- With a path to ownership and access to free funds to re-invest in your school
  - TBD building gifted to school at term end
  - Giving / Capex funds equivalent to 3.1% of rent
- As a charter-focused partner to expand or build your school, provide money to run your school & kids to fill your school
- Quickly & with minimal costs, guiding you through every step so you can run your school without setbacks or interruptions

# Next Steps

**1** Validate Discovery – 5/8/24

**2** Propose Approach – 5/8/24

**3** GVCS Responds to Proposal – Today

**4** Sign Memorandum of Understanding (MOU) – July Board Meeting

**Gr̃w  
Schools**

# **In Support**

Your Forever Home





# Rent Schedule

Lease Year	Start	Total Rent w/o Abatement	Total Monthly Rent	Total Capitalized Rent	Total Annual Net Rent	Total Monthly Net Rent
1	7/1/24	1,091,213	90,934	(636,541)	454,672	N/A*
2	7/1/25	1,123,950	93,662	-	1,123,950	93,662
3	7/1/26	1,157,668	96,472	-	1,157,668	96,472
4	7/1/27	1,192,398	99,367	-	1,192,398	99,367
5	7/1/28	1,228,170	102,348	-	1,228,170	102,348
6	7/1/29	1,265,015	105,418	-	1,265,015	105,418
7	7/1/30	1,302,966	108,580	-	1,302,966	108,580
8	7/1/31	1,342,055	111,838	-	1,342,055	111,838
9	7/1/32	1,382,316	115,193	-	1,382,316	115,193
10	7/1/33	1,423,786	118,649	-	1,423,786	118,649
11	7/1/34	1,466,499	122,208	-	1,466,499	122,208
12	7/1/35	1,510,494	125,875	-	1,510,494	125,875
13	7/1/36	1,555,809	129,651	-	1,555,809	129,651
14	7/1/37	1,602,483	133,540	-	1,602,483	133,540
15	7/1/38	1,650,558	137,546	-	1,650,558	137,546
16	7/1/39	1,700,075	141,673	-	1,700,075	141,673
17	7/1/40	1,751,077	145,923	-	1,751,077	145,923
18	7/1/41	1,803,609	150,301	-	1,803,609	150,301
19	7/1/42	1,857,717	154,810	-	1,857,717	154,810
20	7/1/43	1,913,449	159,454	-	1,913,449	159,454

**Representative rent based on the total project cost of \$12.05mm**

## Year One (1):

- Monthly Rent: \$37,889
- Annual Rent: \$454,672

## Year Two (2):

- Monthly Rent: \$93,662
- Annual Rent: \$1,123,950

# 5-Year Forecast

	<u>SY23/24</u>	<u>SY24/25</u>	<u>SY25/26</u>	<u>SY26/27</u>	<u>SY27/28</u>
Students (ADM)	559	593	617	636	655
Revenue	8,284,875	8,297,244	9,567,866	9,897,530	10,480,008
Expenses	8,152,273	8,289,273	9,353,693	9,638,094	10,163,554
Current Facility Rent	598,163	-	-	-	-
GS Facility Rent	-	454,672	1,123,950	1,157,668	1,192,398
Surplus/Deficit	132,602	7,971	214,173	259,437	316,455
Total Rent	598,163	454,672	1,123,950	1,157,668	1,192,398
Rent/Revenue	7.2%	5.5%	11.7%	11.7%	11.4%

- Revenue and expenses are referencing the school provided proforma adjusted for SB740 revenue.
- Representative rent is based upon a \$12.05mm total project cost and is subject to change based on the actual property and project.
- Ongoing facility rent unknown, GS to work with School to understand ongoing rent obligations, overall facilities strategy, and how it impacts affordability.

# Giving Fund

<u>Year</u>	<u>Giving Fund (Est.)</u>	<u>% of Rent</u>
1	\$ 9,211	0.8%
2	\$ 9,488	0.8%
3	\$ 9,772	0.8%
4	\$ 10,065	0.8%
5	\$ 10,367	0.8%
:	:	:
10	\$ 12,019	0.8%
:	:	:
20	\$ 16,152	0.8%
:	:	:
35	\$ 25,164	0.8%
:	:	:
40	\$ 29,172	0.8%
<b>Total</b>	<b>\$ 694,542</b>	<b>0.8%</b>

- Year 1 represents the first year Golden Valley is part of Wonderful Foundations
- Giving Fund expected to be distributed annually
- Funding of Giving Fund based on the performance of schools in pool
- Allocations based on decision of the Wonderful Foundations' Board
- Gifts have funded new teaching spaces for FIT Academy (MN) & supplies for garden & barn programs for Imagine Prep Coolidge (AZ)

# Capital Expenditure Fund

<u>Year</u>	<u>Capital Reserve (Est.)</u>	<u>% of Rent</u>
1	\$ 27,634	2.3%
2	\$ 28,463	2.3%
3	\$ 29,317	2.3%
4	\$ 30,196	2.3%
5	\$ 31,102	2.3%
:	:	:
10	\$ 36,056	2.3%
:	:	:
20	\$ 48,456	2.3%
:	:	:
35	\$ 75,493	2.3%
:	:	:
40	\$ 87,517	2.3%
<b>Total</b>	<b>\$2,083,625</b>	<b>2.3%</b>

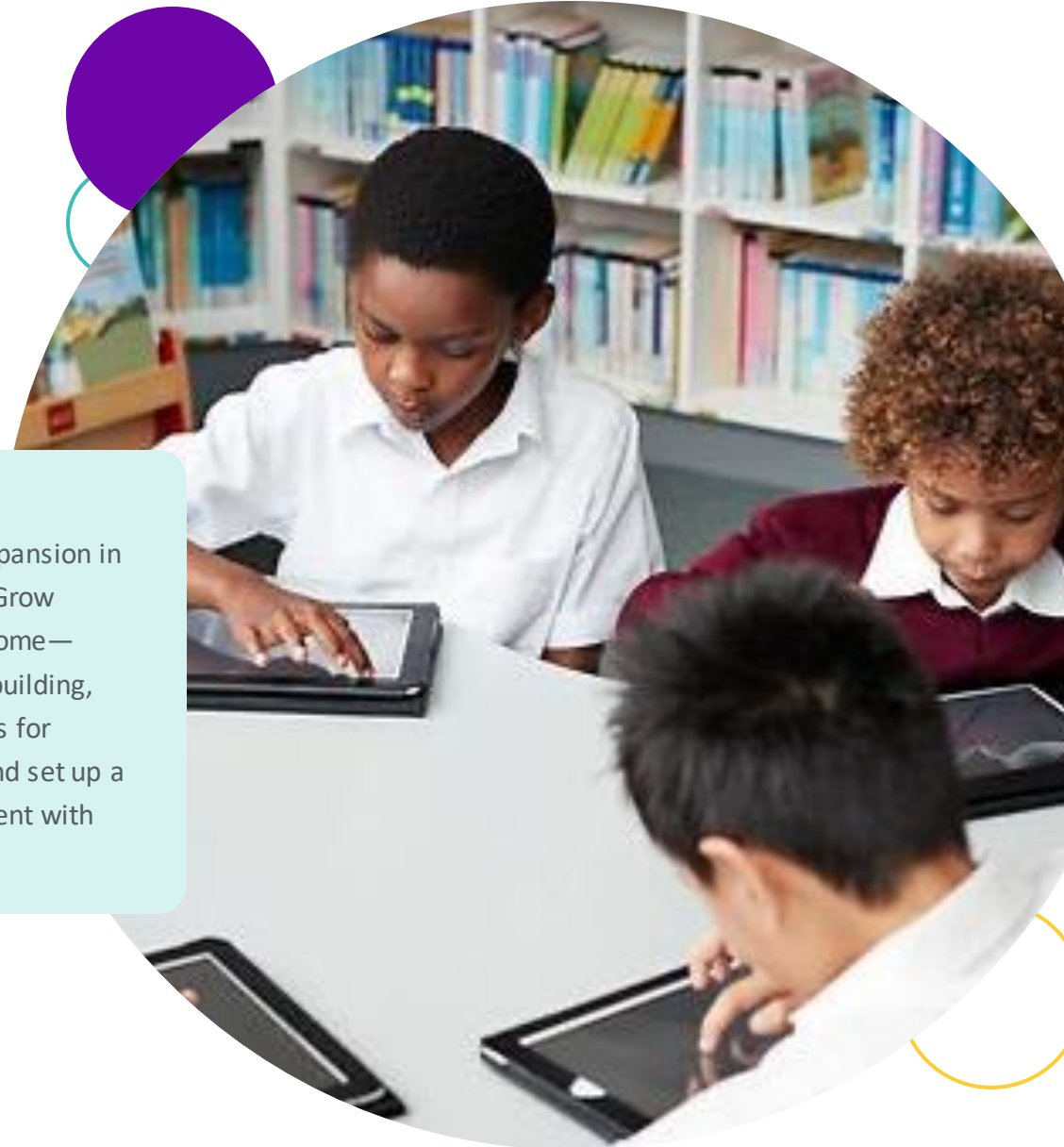
- Year 1 represents the first year Golden Valley is part of Wonderful Foundations
- Capital Reserve is expected to be available to access certain building projects
- Funding of Capital Reserve based on the performance of schools in pool
- Allocations based on the decision of Wonderful Foundations’ Board
- Distributions have funded new HVAC and roof repairs for FIT Academy (MN) & plumbing and HVAC for Desert Sage (AZ)

# Helping DuBois Integrity Academy Grow and Find Their Forever Home

A partnership with DuBois Integrity Academy in Riverdale, Georgia began in 2018 with support for their K-5 school. The leaders at DuBois are dedicated to providing unparalleled STEM programs to their students and have benefitted from Grow Schools's ability to provide a steady flow of money for growth. The relationship between DuBois and Grow Schools—built on a shared vision of offering each student a nourishing school environment where they can flourish—has now spanned 4 years and has included 3 project phases: finding a home, making improvements to their facility, and expanding with a purchase of a second building. DuBois has expanded from 578 students to over 1,300 students.

## CHALLENGES

When it was time for more expansion in 2020, DuBois partnered with Grow Schools to find their forever home—Grow Schools purchased the building, assisted with needed upgrades for lighting and air purification, and set up a charter-friendly lease agreement with DuBois.



## PATH

Within a year of finding their forever home, Dubois was ready to expand further. Grow Schools purchased a second building allowing DuBois to add grades 6 and 7.

“When we went to do our remodeling program for a new building that we entered into, and we expanded our grade level, Grow Schools was there every step of the way...with how to think outside of the box—how to make the timing work.”



CRAIG CASON

## DESTINATION

As of 2022, DuBois is in the process of building a third building with a gym, auditorium, and classrooms, ultimately to serve grade 8. In the coming years, Grow Schools will have the privilege of helping DuBois to find a facility for their high school.



# Providing Money for Growth at STARS Charter

Sandhills Theatre Arts Renaissance School (STARS) opened in 1999, serving grades K-10. The program at STARS places equal emphasis on the arts and academics, preparing student-artists for well-rounded lives.

## CHALLENGES

At the beginning, STARS had one building. As their programs grew, they had a waitlist but couldn't accommodate more kids.

STARS needed autonomy over their school's home, so in 2018 they partnered with Grow Schools and started on the path to building ownership.



## CASE STUDY | SANDHILLS THEATRE ARTS RENAISSANCE SCHOOL CHARTER

### PATH

In order to expand their space and grow their programs, STARS partnered with Grow Schools to get money to run their school. They were able to embark upon building projects with minimal disruptions to their thriving programs. With the new, improved space, STARS has been able to dramatically increase enrollment.

Without Grow Schools, we would not have any of our buildings—or anything that we have at this school...Grow Schools provided the funding and the avenue for us to expand to what we wanted to be.”



WES GRANER


### DESTINATION

STARS continues to grow today. They have now partnered with Grow Schools for development plans for an additional 51,000 square feet on the property including three new buildings, a play area, and a parking lot.





# Select Construction & Development Projects

School	Project	State	Total Project Cost	Project Description	Project Photos
Wayne Preparatory Academy	Phase 2 Expansion	North Carolina	\$3,654,117	24k SF single-story high school building expansion on existing school campus comprising full size gymnasium, ten classrooms, two lab classrooms, one art/music classroom, one multi-purpose room, four administrative offices and a full-size high school regulation basketball gym equipped with two locker rooms, concession stand, weight room and bathrooms	
Dubois Integrity Academy	Phase 2 & 3 Expansions	Georgia	\$25,441,362	Initial \$9mm Phase 2 purchase and renovation of existing office building for use as middle school facility (now complete) followed by \$19mm Phase 3 ground up expansion for future high school and full-size gymnasium (currently underway)	
STARS Charter	Phase 3 Expansion	North Carolina	\$1,811,631	11k SF single-story ground-up Phase 3 elementary school expansion on existing school campus comprising 11 classrooms	

## **Golden Valley Orchard: Local Performance Indicators 2023-24**

The local indicators address the following state priority areas:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the

LCAP is adopted and reports to educational partners and the public through the Dashboard.

**Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

**Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0%**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0 instances**

### **Implementation of State Academic Standards (LCFF Priority 2)**

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

#### *Reflection Tool*

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

2. **Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

3. **Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

Other Adopted Academic Standards

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
Career Technical Education	N/A	N/A	N/A	N/A	N/A
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language	N/A	N/A	N/A	N/A	N/A

Support for Teachers and Administrators

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			X		

Activities	1	2	3	4	5
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered			X		

## **Parental Involvement and Family Engagement (LCFF Priority 3)**

### ***Introduction***

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### ***Instructions***

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.



LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

### ***Sections of the Self-Reflection Tool***

#### **Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The school demonstrates commendable strengths and progress in building robust relationships between school staff and families. Teachers initiate individualized connections with parents and students. This personalized approach is rooted in understanding each student's strengths, areas for improvement, learning goals, and interests. The school's commitment to fostering strong relationships is evident in its diverse curricular options, addressing the varied needs of students. Social-emotional learning (SEL) support is a notable strength, acknowledging the importance of holistic student development. The school actively engages the community, providing numerous opportunities for student and family participation in school activities, extracurriculars, and engagement. The emphasis on creating an environment where students and families feel genuinely supported is a significant achievement. The school's curriculum allows students to explore and develop their interests. The community engagement initiatives further strengthen bonds within the school community. Comprehensive student support mechanisms are a key feature, addressing individual challenges to ensure every student receives the necessary assistance. This holistic approach reflects the dedication to creating a connected and supportive school environment. Through these collaborative efforts, the school aims to cultivate a sense of belonging and success for each member of its school community, marking significant progress in building relationships between school staff and families.

2. Based on the analysis of educational partner input and local data, briefly

describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the thorough examination of feedback from educational partners and localized data, the school has identified pivotal areas for enhancing relationships between school staff and families. By fostering open lines of communication, the school aims to ensure that parents and guardians are informed about their child's progress, upcoming events, and any pertinent school-related matters. Additionally, the school is dedicated to the continued enhancement of personalized interactions between school staff and families. This personalized approach allows for a deeper understanding of students' strengths, areas for improvement, learning goals, and interests, ultimately strengthening the bond between home and school. Moreover, the school is committed to providing opportunities for family involvement in school activities and decision-making processes. By actively engaging families in school events, extracurricular activities, and parent-teacher conferences, parent enrichment offerings, and parent meetings, festivals, and community events, the school seeks to create a sense of belonging and ownership within the school community. Additionally, involving families in decision-making processes allows them to contribute valuable insights and perspectives, fostering a collaborative approach to student education and well-being. Furthermore, the school recognizes the importance of strengthening collaboration between the home and school environments to support student success. By fostering a culture of partnership and collaboration, the school aims to create a supportive ecosystem where students feel valued, supported, and empowered to reach their full potential. Through joint efforts between school staff and families, the school seeks to create a nurturing and inclusive educational environment that fosters student growth and achievement. In summary, the school's focus areas for improvement in building relationships between school staff and families revolve around enhancing communication channels, fostering personalized interactions, promoting family involvement, and strengthening collaboration between the home and school environments. By prioritizing these key areas, the school aims to create a supportive and inclusive educational community where every student has the opportunity to thrive.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, the school acknowledges the need to enhance engagement with underrepresented families as part of building relationships between school staff and families. In response to the self-reflection process, the school has devised strategic measures to bolster support for underrepresented families. To address the specific needs of underrepresented families, the school has implemented a range of initiatives to broaden support. The school prioritizes academic and

social-emotional learning (SEL) interventions and supports to foster the holistic development of underrepresented students and their families. By integrating SEL components into the curriculum and support services, the school aims to nurture emotional resilience, interpersonal skills, and a sense of belonging among underrepresented families. In summary, the school's endeavors to enhance engagement with underrepresented families encompass a range of initiatives focused on communication, instructional support, and social-emotional learning. Through these efforts, the school aims to forge stronger connections between school staff and underrepresented families, fostering equity, inclusion, and academic success for all students.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	4
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

Partnerships are the cornerstone of our educational philosophy. At our school, we believe that working collaboratively with parents is essential to student success. Every decision made on behalf of the student is a result of thoughtful

collaboration between educators and parents. This collaborative effort occurs during various meetings, including learning period meetings, Individualized Education Program (IEP) meetings, Student Success Team (SST) meetings, and parent/teacher/admin conferences. This personalized approach ensures that every student receives the support and resources they need to thrive academically. Through these collaborative efforts, we strive to create a supportive and inclusive learning environment where parents are valued partners in their child's education. By working together, we can effectively address the individual needs of each student and empower them to reach their full potential.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Our primary objective is to ensure that effective teaching takes place in the classroom in an age-appropriate manner. To support this goal, we offer various opportunities for parent education, including workshops and informational sessions so that families are able to support the efforts of the school at home. Additionally, we provide professional development opportunities for our teachers, specifically focused on enhancing their teaching and learning practices.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve the engagement of underrepresented families we will facilitate parent/family advisory committees to address the unique needs of underrepresented students in order to better support their academic and social emotional achievement.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The school has many groups of parents to engage with in the area of governance and community goals. Parent surveys and meetings are held regularly to gain parent input and guide school priorities and decision-making.

Based on the analysis of educational partner input and local data, the LEA demonstrates notable strengths and progress in seeking input for decision-making. Last school year, the LEA developed a Parent Advisory Committee, continuing to support the English Language Advisory Committee. Additionally, the LEA conducts surveys for both staff and families multiple times a year to gather feedback on the school's success in meeting student needs and achieving its mission and vision. These initiatives reflect a proactive approach to engaging educational partners and incorporating their input into decision-making processes, highlighting the LEA's commitment to collaborative decision-making and continuous improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the LEA's focus areas for improvement in seeking input for decision-making include enhancing parent involvement and creating the Parent Advisory Committees.

This year, efforts have been made to increase support from parents by nominating additional members and communicating opportunities to be part of the decision-making process to the school community. The goal is to further grow parent involvement and address their requests and concerns, demonstrating the LEA's commitment to listening to families and valuing their feedback.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the LEA is committed to improving the engagement of underrepresented families in decision-making processes. To achieve this, the school has implemented several initiatives. Firstly, the school initiated a New Student Onboarding process, which includes personalized phone calls, newsletters, and orientations. These efforts ensure that all families, including underrepresented ones, have access to opportunities to ask questions and receive support. Additionally, the school has designated a foster and homeless youth liaison who provides free resources, social-emotional learning (SEL) support, and access to the student's curriculum, thereby addressing the unique needs of these vulnerable populations. Furthermore, the English Language Development (ELD) coordinator ensures that all students are actively engaged in ELD education, and teachers are equipped with research-based instructional strategies to support diverse learners effectively. These initiatives demonstrate the LEA's commitment to fostering inclusivity and ensuring that the voices of underrepresented families are heard and valued in the decision-making process.

## School Climate (LCFF Priority 6)

### *Introduction*

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### *Instructions*

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

All teachers and staff, parents, and students in grades 5-8 were given the opportunity to take the Alliance for the Study of School Climate (ASSC) School Climate Assessment Instrument (SCAI) to measure the current school climate. The demographics of the students that participated in the survey were as follows:



Gender

- Male: 49 students (48%)
- Female: 42 students (41%)
- Non-Binary: 5 students (5%)
- Prefer Not to Say: 6 students (6%)

Grade

- 5th: 26 students (25.5%)
- 6<sup>th</sup>: 23 students: (23.5%)
- 7<sup>th</sup>: 26 students (25.5%)
- 8<sup>th</sup>: 26 students (25.5%)

Ethnicity

- African American: 0 students (0%)
- Native American: 2 students (1.9%)
- Hispanic/Latino: 10 students (9.8%)
- Asian or Pacific Islander: 4 students (3.9%)
- Caucasian/White 59 students (57.8%)
- Multi-Racial: 7 students (6.9%)
- Other: 20 students (19.6%)

The LEA scored the following on the survey:

<b><i>Dimension 1: Appearance &amp; Physical Environment</i></b>	<b><i>Staff</i></b>	<b><i>Parents</i></b>	<b><i>Students</i></b>
<i>School welcoming to visitors</i>	3.32	3.77	3.68
<i>Ownership of appearance</i>	3.45	4.08	2.69
<i>Perception of litter</i>	2.68	--	--
<i>Display of student work</i>	3.41	3.88	2.98
<i>Things work</i>	2.73	3.58	3.33
<i>Perception of graffiti</i>	--	--	3.29
<b><i>Overall Dimension 1 Scores</i></b>	<b>3.12</b>	<b>3.83</b>	<b>3.19</b>

<b><i>Dimension 2: Faculty &amp; Staff Relations</i></b>	<b><i>Staff</i></b>	<b><i>Parents</i></b>	<b><i>Students</i></b>
<i>Faculty collaboration</i>	4.55	--	--
<i>Problems solved as a team</i>	4.09	--	--
<i>Talking about students</i>	4.24	--	--
<i>Talking about each other</i>	4.27	--	--
<i>Change mindset</i>	3.95	--	--
<i>Respect for one another</i>	4.68	--	--
<i>Perception of faculty meetings</i>	4.05	--	--
<i>Attendance at school events</i>	4.14	--	--
<i>Perception on teacher leaders</i>	4.18	--	--
<i>Faculty informal relations</i>	3.82	--	--
<b><i>Overall Dimension 2 Scores</i></b>	<b>4.20</b>	--	--

<b><i>Dimension 3: Student Interactions</i></b>	<b><i>Staff</i></b>	<b><i>Parents</i></b>	<b><i>Students</i></b>
<i>Sense of community</i>	3.86	4.03	3.38
<i>Sub-group interactions</i>	3.62	3.35	2.95
<i>Use of put downs</i>	3.23	3.81	3.27
<i>Students at school events</i>	4.05	4.08	3.54

<i>Popular student perception</i>	3.29	3.56	3.22
<i>Safety from violence</i>	3.76	4.11	3.70
<i>Student leaders</i>	3.38	3.36	3.15
<i>Focus of adult attention</i>	3.00	3.30	2.65
<i>Student rights</i>	3.45	--	--
<b>Overall Dimension 3 Scores</b>	<b>3.52</b>	<b>3.70</b>	<b>3.23</b>

<b>Dimension 4: Leadership &amp; Decisions</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<i>Sense of vision</i>	3.55	3.69	--
<i>Source of the vision</i>	3.77	--	--
<i>Mission driven decisions</i>	3.81	--	--
<i>Faculty/staff recognition</i>	3.82	--	--
<i>Purposeful shared values</i>	3.82	--	--
<i>Shared decision-making</i>	3.50	--	--
<i>Respect for leadership</i>	3.86	--	--
<i>Vitality of teacher leadership</i>	3.45	--	--
<i>Accountability of leaders</i>	3.85	3.87	--
<i>Leaders in tune with community</i>	3.71	3.71	--
<i>Leaders' attention to climate</i>	3.80	--	--
<b>Overall Dimension 4 Scores</b>	<b>3.72</b>	<b>3.76</b>	--

<b>Dimension 5: Discipline Environment</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<i>Consistent discipline policy</i>	3.14	3.34	3.14
<i>Consistent expectations</i>	3.05	4.28	3.70
<i>Consequences not punishments</i>	4.55	4.08	3.51
<i>Student generated ideas</i>	3.27	3.28	2.89
<i>Function level of classrooms</i>	4.18	4.35	3.32
<i>Respectful interactions</i>	4.36	4.31	3.59
<i>Increased self-direction</i>	4.36	4.06	3.26
<i>Promoting community</i>	4.18	3.62	2.74
<b>Overall Dimension 5 Scores</b>	<b>3.83</b>	<b>3.92</b>	<b>3.27</b>

<b>Dimension 6: Instruction &amp; Assessment</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<i>Clear assessment targets</i>	3.65	3.97	3.74
<i>Motivational and engaging instruction</i>	--	--	3.02
<i>Promotes student ownership</i>	3.85	3.98	--
<i>Student controlled behavior is encouraged</i>	4.14	4.48	3.71
<i>Dynamic instruction</i>	4.45	4.14	3.47
<i>Teamwork and cooperation</i>	4.10	4.27	3.32
<i>Higher-order dialogue</i>	4.00	4.33	3.17
<i>In-depth learning</i>	3.50	4.02	2.97
<i>Students' use of assessment</i>	4.15	--	--
<i>Opportunity to reflect on learning</i>	4.00	--	--
<i>Consider learning styles</i>	4.25	--	--
<i>Promote growth mindset</i>	4.20	--	--
<b>Overall Dimension 6 Scores</b>	<b>4.03</b>	<b>4.17</b>	<b>3.34</b>

<b>Dimension 7: Social-Emotional Culture</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<i>Feel part of a community</i>	4.00	3.97	3.20
<i>Commonness of abusive language</i>	3.59	3.52	2.92
<i>Pride in the school</i>	3.64	4.02	2.62
<i>Student voice</i>	3.50	3.89	3.11
<i>Amount of bullying</i>	3.50	3.36	3.31
<i>High expectations for all students</i>	4.18	4.11	3.43
<i>Graduates feel gratitude</i>	3.67	3.72	3.21
<i>Comfort talking to adults</i>	3.73	3.94	3.13
<i>Maintenance of traditions</i>	4.27	4.25	3.51
<i>Adults effect on stress</i>	4.00	4.10	3.22
<i>Students stress level</i>	3.82	4.00	3.15
<i>Feeling of belonging</i>	4.00	--	--
<b>Overall Dimension 7 Scores</b>	<b>3.82</b>	<b>3.90</b>	<b>3.17</b>

<b>Dimension 8: Community Relations</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<i>Welcoming to community</i>	4.41	4.31	4.10
<i>Regular/effective communication</i>	4.50	4.50	3.72
<i>Attendance of performances</i>	3.95	4.02	3.42
<i>Volunteer abundance</i>	2.82	3.94	--
<i>Service learning</i>	3.35	--	--
<b>Overall Dimension 8 Scores</b>	<b>3.81</b>	<b>4.19</b>	<b>3.75</b>

<b>Overall Dimension Results (Orchard)</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<i>Physical Environment</i>	3.11	3.82	3.19
<i>Teacher Relations</i>	4.19	--	--
<i>Student Interactions</i>	3.51	3.70	3.23
<i>Leadership</i>	3.72	3.75	--
<i>Management Discipline</i>	3.83	3.91	3.26
<i>Learning/Assessment</i>	4.02	4.16	3.34
<i>Social-Emotional Culture</i>	3.82	3.89	3.16
<i>Community</i>	3.80	4.19	3.74
<b>Overall School Climate Rating</b>	<b>3.75</b>	<b>3.92</b>	<b>3.32</b>

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The SCAI scale is 1 (low) – 5 (high), where the average is 3.2. Schools are categorized as being one of four types of schools:

- 1-Pardigm: high function, empowerment, connection, and trust
- 2-Pardigm: high function, efficiency-driven leadership, teacher-centered classrooms, institutional climate
- 3-Pardigm: low function, enabling/passive leadership, unstructured learning, insecure climate

- 4-Paradigm: low function, dominating leadership, lecture and test teaching, domesticating climate.

There are several areas on the survey results where there are distinct discrepancies between perceptions/experiences of the adults and the students. This is not uncommon but is more common in schools which rely on behaviorist discipline systems (extrinsic rewards, proximity control, colored card charts, etc.) and on direct instruction as the primary mode of teaching. These practices are perceived by the adults as being positive but are perceived as manipulative practices by the students. This results in a discrepancy between student and adult scores on the survey.

GVOS is a 2-Paradigm School: Orderly, Predictable, Effective School Environment—characteristics include:

- Goal--To create a safe, positive, and orderly environment where students learn fundamental knowledge and social skills to be competent and contributing citizens.
- Guiding Values: Desirable outcomes
- Long-Term Results: Adequate performance, a safe climate, an overall experience which is familiar to most parents and students.
- Students' Needs: To be given a well-rounded curriculum, caring teachers and support when students have special needs to achieve success and enjoy school.
- Common References (values, vision, etc.): Positive reinforcement, character, grit, persistence, following the rules, respecting authority, doing quality work, being prepared for life outside of school, and competitive competence.
- Common Actions: Direct instruction, interactive presentation, cooperative learning, selected-response assessment, worksheets, labs, expository writing, text and program-based curriculum.
- Motivation: Provide extrinsic rewards for desired behavior, encourage students to see what appropriate looks like with companions.
- Adult Relationships: Collegial professionals
- Use of Data: Address symptoms of problems reflected in data to meet standards of performance.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Overall school improvement can best be made by concentrating on the area of classroom management and discipline. This domain is the most predictive of the overall school climate. This area most defines the emotional climate and our experience of happiness without school and its community.

### Stage 1: Building Function—Trust, Capacity, and Coherence

Conduct a self-examination to identify what the school desires, in the domain of classroom management and discipline, and compare that to what the school would assess as their current state. Through this stage the school will develop three types of goals: management, community

development, and pedagogical.

The following eight conditions characterize the basic qualities which would be evident at a school experiencing a high level of coherence and function related to its classroom management and discipline practices.

1. A Vision of Quality
2. Clear Expectations
3. Expert Technical Management
4. A Social Contract
5. Systems Promoting Growth and Reflection
6. Meet Needs of Challenging Students
7. Use Only Quality Practices
8. Ensure Coherence Across Practices

### Stage 2: Building Self-Direction, Ownership, Connection and Positivity

After the eight basic conditions are in place, there are three advanced conditions required for the next level of growth.

1. Building Community
2. Student Leadership and Voice
3. Social and Emotional Health

### Stage 3: Building Community and Selfless Contribution

Movement to the highest level of classroom function and discipline will vary a little related to specific mission and vision, but there are common practices for moving schools to this level.

1. Students are taught, practice, and reflect on their skill development related to conflict, sharing, working past issues with others, and being self-aware and mindful of their inner processing.
2. Students should be increasingly enlisted and skilled in the role of peer mediator and peer conflict resolution agents.
3. Formal processes for students to assess the quality of their actions, behavior, process, group dynamics, etc. The goal is to move from being a teacher-led to a task that students do actively and as independently as possible.
4. Group meetings are used efficiently and as needed to process deeper issues.
5. If-Then relationships (i.e., if you are able to, then you can) are the essence of empowerment. Students need to get used to suggesting ways which they can accomplish more and stretch themselves, while assuming with great trust comes faith which needs to be earned.
6. Community and team-building exercises are worth the time and have multiple benefits. These activities need to be done on a regular basis and done in an intentional manner.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

As a Waldorf public school, all of the LEA's teachers received training in Waldorf principles and grade-level curriculum. This training includes English Language Arts, Math, Music, Painting, Movement/Physical Education, Science, History and Social Science, and Visual Arts to name a few of the subject matters. In connection and alignment with California State Standards, the LEA follows the Alliance for Public Waldorf Education's Common Core Placement Tables that outlines the specific standards and content areas to be addressed in any given grade. The LEA employs several assessment tools in order to measure progress towards meeting these articulated outcomes. One of the assessment tools utilized by CMP is the Fastbridge screening assessments in reading and math. This measure of progress provides the data necessary to uncover areas of need and drive appropriate instruction and interventions. The LEA also ensures that all students have access to enrichment programs, during the school day and outside of traditional school hours including sports, physical education, STEM, academics, and visual and performing arts.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Golden Valley students have access to the following program components:

- Comprehensive academic and social skills development using Waldorf-inspired curriculum aligned to the CA State Standards
  - Highly qualified CA State Credentialed and Waldorf-trained/certified teachers.
  - Instructional Assistants in grades TK-3
  - Full implementation of RTI model with academic intervention programs
  - PBIS Practices, positive behavioral support program
  - Mindfulness Room and staff to help support development of students' social emotional learning.
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Due to national teacher shortages, staffing challenges resulted in some positions being unfilled and other staff who would otherwise have been dedicated to offering a broad course of study filling in for other essential roles.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The following steps are being taken to increase access and opportunity for all students:

- Expanded Learning Opportunities Program
- Field Trips
- After School Sports
- New strategies and relationships to recruit staff
- Parent advisory committees for students with exceptional needs and unduplicated pupils to better support identified needs of these students.
- Professional development on restorative practices, differentiation, academic rigor, and supporting neurodivergent students in the classroom are being planned for the next school year.

## **Golden Valley River: Local Performance Indicators 2023-24**

The local indicators address the following state priority areas:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the



LCAP is adopted and reports to educational partners and the public through the Dashboard.

**Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

**Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0%**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0 instances**

### **Implementation of State Academic Standards (LCFF Priority 2)**

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

#### *Reflection Tool*

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

2. **Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

3. **Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

Other Adopted Academic Standards

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
Career Technical Education	N/A	N/A	N/A	N/A	N/A
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language	N/A	N/A	N/A	N/A	N/A

Support for Teachers and Administrators

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			X		

Activities	1	2	3	4	5
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered			X		

## **Parental Involvement and Family Engagement (LCFF Priority 3)**

### ***Introduction***

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### ***Instructions***

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

### ***Sections of the Self-Reflection Tool***

#### **Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The school demonstrates commendable strengths and progress in building robust relationships between school staff and families. Teachers initiate individualized connections with parents and students. This personalized approach is rooted in understanding each student's strengths, areas for improvement, learning goals, and interests. The school's commitment to fostering strong relationships is evident in its diverse curricular options, addressing the varied needs of students. Social-emotional learning (SEL) support is a notable strength, acknowledging the importance of holistic student development. The school actively engages the community, providing numerous opportunities for student and family participation in school activities, extracurriculars, and engagement. The emphasis on creating an environment where students and families feel genuinely supported is a significant achievement. The school's curriculum allows students to explore and develop their interests. The community engagement initiatives further strengthen bonds within the school community. Comprehensive student support mechanisms are a key feature, addressing individual challenges to ensure every student receives the necessary assistance. This holistic approach reflects the dedication to creating a connected and supportive school environment. Through these collaborative efforts, the school aims to cultivate a sense of belonging and success for each member of its school community, marking significant progress in building relationships between school staff and families.

2. Based on the analysis of educational partner input and local data, briefly



describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the thorough examination of feedback from educational partners and localized data, the school has identified pivotal areas for enhancing relationships between school staff and families. By fostering open lines of communication, the school aims to ensure that parents and guardians are informed about their child's progress, upcoming events, and any pertinent school-related matters. Additionally, the school is dedicated to the continued enhancement of personalized interactions between school staff and families. This personalized approach allows for a deeper understanding of students' strengths, areas for improvement, learning goals, and interests, ultimately strengthening the bond between home and school. Moreover, the school is committed to providing opportunities for family involvement in school activities and decision-making processes. By actively engaging families in school events, extracurricular activities, and parent-teacher conferences, parent enrichment offerings, and parent meetings, festivals, and community events, the school seeks to create a sense of belonging and ownership within the school community. Additionally, involving families in decision-making processes allows them to contribute valuable insights and perspectives, fostering a collaborative approach to student education and well-being. Furthermore, the school recognizes the importance of strengthening collaboration between the home and school environments to support student success. By fostering a culture of partnership and collaboration, the school aims to create a supportive ecosystem where students feel valued, supported, and empowered to reach their full potential. Through joint efforts between school staff and families, the school seeks to create a nurturing and inclusive educational environment that fosters student growth and achievement. In summary, the school's focus areas for improvement in building relationships between school staff and families revolve around enhancing communication channels, fostering personalized interactions, promoting family involvement, and strengthening collaboration between the home and school environments. By prioritizing these key areas, the school aims to create a supportive and inclusive educational community where every student has the opportunity to thrive.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, the school acknowledges the need to enhance engagement with underrepresented families as part of building relationships between school staff and families. In response to the self-reflection process, the school has devised strategic measures to bolster support for underrepresented families. To address the specific needs of underrepresented families, the school has implemented a range of initiatives to broaden support. The school prioritizes academic and

social-emotional learning (SEL) interventions and supports to foster the holistic development of underrepresented students and their families. By integrating SEL components into the curriculum and support services, the school aims to nurture emotional resilience, interpersonal skills, and a sense of belonging among underrepresented families. In summary, the school's endeavors to enhance engagement with underrepresented families encompass a range of initiatives focused on communication, instructional support, and social-emotional learning. Through these efforts, the school aims to forge stronger connections between school staff and underrepresented families, fostering equity, inclusion, and academic success for all students.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Partnerships are the cornerstone of our educational philosophy. At our school, we believe that working collaboratively with parents is essential to student success. Every decision made on behalf of the student is a result of thoughtful

collaboration between educators and parents. This collaborative effort occurs during various meetings, including learning period meetings, Individualized Education Program (IEP) meetings, Student Success Team (SST) meetings, and parent/teacher/admin conferences. This personalized approach ensures that every student receives the support and resources they need to thrive academically. Through these collaborative efforts, we strive to create a supportive and inclusive learning environment where parents are valued partners in their child's education. By working together, we can effectively address the individual needs of each student and empower them to reach their full potential.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Our primary objective is to ensure that effective teaching takes place in the classroom in an age-appropriate manner. To support this goal, we offer various opportunities for parent education, including workshops and informational sessions so that families are able to support the efforts of the school at home. Additionally, we provide professional development opportunities for our teachers, specifically focused on enhancing their teaching and learning practices.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve the engagement of underrepresented families we will facilitate parent/family advisory committees to address the unique needs of underrepresented students in order to better support their academic and social emotional achievement.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The school has many groups of parents to engage with in the area of governance and community goals. Parent surveys and meetings are held regularly to gain parent input and guide school priorities and decision-making.

Based on the analysis of educational partner input and local data, the LEA demonstrates notable strengths and progress in seeking input for decision-making. Last school year, the LEA developed a Parent Advisory Committee, continuing to support the English Language Advisory Committee. Additionally, the LEA conducts surveys for both staff and families multiple times a year to gather feedback on the school's success in meeting student needs and achieving its mission and vision. These initiatives reflect a proactive approach to engaging educational partners and incorporating their input into decision-making processes, highlighting the LEA's commitment to collaborative decision-making and continuous improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the LEA's focus areas for improvement in seeking input for decision-making include enhancing parent involvement and creating Parent Advisory Committees. This

year, efforts have been made to increase support from parents by nominating additional members and communicating opportunities to be part of the decision-making process to the school community. The goal is to further grow parent involvement and address their requests and concerns, demonstrating the LEA's commitment to listening to families and valuing their feedback.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the LEA is committed to improving the engagement of underrepresented families in decision-making processes. To achieve this, the school has implemented several initiatives. Firstly, the school initiated a New Student Onboarding process, which includes personalized phone calls, newsletters, and orientations. These efforts ensure that all families, including underrepresented ones, have access to opportunities to ask questions and receive support. Additionally, the school has designated a foster and homeless youth liaison who provides free resources, social-emotional learning (SEL) support, and access to the student's curriculum, thereby addressing the unique needs of these vulnerable populations. Furthermore, the English Language Development (ELD) coordinator ensures that all students are actively engaged in ELD education, and teachers are equipped with research-based instructional strategies to support diverse learners effectively. These initiatives demonstrate the LEA's commitment to fostering inclusivity and ensuring that the voices of underrepresented families are heard and valued in the decision-making process.

## School Climate (LCFF Priority 6)

### *Introduction*

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### *Instructions*

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

All teachers and staff, parents, and students in grades 5-8 were given the opportunity to take the Alliance for the Study of School Climate (ASSC) School Climate Assessment Instrument (SCAI) to measure the current school climate. The demographics of the students that participated in the survey were as follows:

Gender

- Male: 34 students (37%)
- Female: 48 students (52%)
- Non-Binary: 2 students (2%)
- Prefer Not to Say: 8 students (9%)

Grade

- 5th: 24 students (26%)
- 6th: 22 students: (24%)
- 7th: 24 students (26%)
- 8th: 22 students (24%)

Ethnicity

- African American: 2 students (2%)
- Native American: 0 students (0%)
- Hispanic/Latino: 8 students (9%)
- Asian: 3 students (3%)
- Caucasian/White 52 students (57%)
- Multi-Racial: 11 students (12%)
- Other: 16 students (17%)

The LEA scored the following on the survey:

<b><i>Dimension 1: Appearance &amp; Physical Environment</i></b>	<b><i>Staff</i></b>	<b><i>Parents</i></b>	<b><i>Students</i></b>
<i>School welcoming to visitors</i>	4.00	4.19	4.23
<i>Ownership of appearance</i>	4.05	4.24	3.22
<i>Perception of litter</i>	3.14	--	--
<i>Display of student work</i>	4.50	4.48	3.65
<i>Things work</i>	3.50	3.90	3.59
<i>Perception of graffiti</i>	--	--	3.65
<b><i>Overall Dimension 1 Scores</i></b>	<b>3.84</b>	<b>4.20</b>	<b>3.66</b>

<b><i>Dimension 2: Faculty &amp; Staff Relations</i></b>	<b><i>Staff</i></b>	<b><i>Parents</i></b>	<b><i>Students</i></b>
<i>Faculty collaboration</i>	4.68	--	--
<i>Problems solved as a team</i>	4.59	--	--
<i>Talking about students</i>	4.64	--	--
<i>Talking about each other</i>	4.68	--	--
<i>Change mindset</i>	4.50	--	--
<i>Respect for one another</i>	4.68	--	--
<i>Perception of faculty meetings</i>	4.32	--	--
<i>Attendance at school events</i>	4.32	--	--
<i>Perception on teacher leaders</i>	4.55	--	--
<i>Faculty informal relations</i>	4.23	--	--
<b><i>Overall Dimension 2 Scores</i></b>	<b>4.20</b>	--	--

<b><i>Dimension 3: Student Interactions</i></b>	<b><i>Staff</i></b>	<b><i>Parents</i></b>	<b><i>Students</i></b>
<i>Sense of community</i>	4.59	4.37	3.94
<i>Sub-group interactions</i>	4.68	4.05	3.18
<i>Use of put downs</i>	4.14	4.13	3.57
<i>Students at school events</i>	4.41	4.40	4.26
<i>Popular student perception</i>	3.95	3.91	3.55

Safety from violence	4.59	4.40	4.26
Student leaders	4.27	3.64	3.38
Focus of adult attention	3.68	3.44	3.17
Student rights	4.09	--	--
<b>Overall Dimension 3 Scores</b>	<b>4.27</b>	<b>4.04</b>	<b>3.65</b>

<b>Dimension 4: Leadership &amp; Decisions</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
Sense of vision	4.05	4.00	--
Source of the vision	4.41	--	--
Mission driven decisions	4.23	--	--
Faculty/staff recognition	4.27	--	--
Purposeful shared values	4.50	--	--
Shared decision-making	3.81	--	--
Respect for leadership	3.59	--	--
Vitality of teacher leadership	4.00	--	--
Accountability of leaders	4.09	4.06	--
Leaders in tune with community	3.73	3.99	--
Leaders' attention to climate	4.05	--	--
<b>Overall Dimension 4 Scores</b>	<b>4.07</b>	<b>4.02</b>	--

<b>Dimension 5: Discipline Environment</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
Consistent discipline policy	3.71	3.80	3.64
Consistent expectations	3.86	4.16	3.73
Consequences not punishments	4.59	4.41	3.85
Student generated ideas	3.73	3.49	2.76
Function level of classrooms	4.55	4.31	3.70
Respectful interactions	4.64	4.40	3.65
Increased self-direction	4.09	4.39	3.73
Promoting community	4.64	3.85	2.75
<b>Overall Dimension 5 Scores</b>	<b>4.28</b>	<b>4.10</b>	<b>3.48</b>

<b>Dimension 6: Instruction &amp; Assessment</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
Clear assessment targets	4.23	4.13	3.86
Motivational and engaging instruction	--	--	3.48
Promotes student ownership	4.05	4.15	--
Student controlled behavior is encouraged	4.38	4.44	3.88
Dynamic instruction	4.45	4.15	3.67
Teamwork and cooperation	4.64	4.38	3.58
Higher-order dialogue	4.50	4.39	3.64
In-depth learning	4.36	4.17	3.44
Students' use of assessment	4.36	--	--
Opportunity to reflect on learning	4.57	--	--
Consider learning styles	4.45	--	--
Promote growth mindset	4.59	--	--
<b>Overall Dimension 6 Scores</b>	<b>4.42</b>	<b>4.26</b>	<b>3.65</b>



<b>Dimension 7: Social-Emotional Culture</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<i>Feel part of a community</i>	4.68	4.23	3.78
<i>Commonness of abusive language</i>	4.14	3.89	2.98
<i>Pride in the school</i>	4.23	4.35	3.15
<i>Student voice</i>	4.41	4.07	3.17
<i>Amount of bullying</i>	4.55	3.91	3.62
<i>High expectations for all students</i>	4.64	4.25	3.54
<i>Graduates feel gratitude</i>	4.41	4.00	3.81
<i>Comfort talking to adults</i>	4.41	4.00	3.81
<i>Maintenance of traditions</i>	4.73	4.60	4.00
<i>Adults effect on stress</i>	4.77	4.40	3.42
<i>Students stress level</i>	4.32	4.22	2.99
<i>Feeling of belonging</i>	4.55	--	--
<b>Overall Dimension 7 Scores</b>	<b>4.48</b>	<b>4.18</b>	<b>3.43</b>

<b>Dimension 8: Community Relations</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<i>Welcoming to community</i>	4.50	4.58	4.39
<i>Regular/effective communication</i>	4.64	4.81	3.82
<i>Attendance of performances</i>	4.05	4.22	3.75
<i>Volunteer abundance</i>	4.23	4.36	--
<i>Service learning</i>	4.09	--	--
<b>Overall Dimension 8 Scores</b>	<b>4.30</b>	<b>4.49</b>	<b>3.98</b>

<b>Overall Dimension Results (Orchard)</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<i>Physical Environment</i>	3.83	4.20	3.66
<i>Teacher Relations</i>	4.51	--	--
<i>Student Interactions</i>	4.26	4.04	3.65
<i>Leadership</i>	4.06	4.01	--
<i>Management Discipline</i>	4.27	4.10	3.47
<i>Learning/Assessment</i>	4.41	4.25	3.64
<i>Social-Emotional Culture</i>	4.48	4.18	3.43
<i>Community</i>	4.30	4.49	3.98
<b>Overall School Climate Rating</b>	<b>4.27</b>	<b>4.18</b>	<b>3.64</b>

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The SCAI scale is 1 (low) – 5 (high), where the average is 3.2. Schools are categorized as being one of four types of schools:

- 1-Paradigm: high function, empowerment, connection, and trust
- 2-Paradigm: high function, efficiency-driven leadership, teacher-centered classrooms, institutional climate

- 3-Paradigm: low function, enabling/passive leadership, unstructured learning, insecure climate
- 4-Paradigm: low function, dominating leadership, lecture and test teaching, domesticating climate.

There are several areas on the survey results where there are distinct discrepancies between perceptions/experiences of the adults and the students. This is not uncommon but is more common in schools which rely on behaviorist discipline systems (extrinsic rewards, proximity control, colored card charts, etc.) and on direct instruction as the primary mode of teaching. These practices are perceived by the adults as being positive but are perceived as manipulative practices by the students. This results in a discrepancy between student and adult scores on the survey.

GVRs is mostly a 3-Paradigm School: Orderly, Predictable, Effective School Environment—

While the scores on the SCAI would indicate that the school is a 1-Paradigm School, due to how closely student achievement scores correlate with the SCAI results, GVRs cannot be categorized as a 1-Paradigm school because achievement scores are below average. According to the author of the SCAI, these types of schools tend to be project-based, emphasize collaboration and self-discovery, and have a 1-Paradigm school mission statement. The problem is not the model. The school tends to lack a vision, students do not feel challenged, students are not given the skills to work together, and typically the assessment actions in place are very weak and lack intention. While the school sees itself as a 1-Paradigm school, what they have created is in fact a 3-Paradigm school.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Overall school improvement can best be made by concentrating on the area of classroom management and discipline. This domain is the most predictive of the overall school climate. This area most defines the emotional climate and our experience of happiness without school and its community.

### Stage 1: Building Function—Trust, Capacity, and Coherence

Conduct a self-examination to identify what the school desires, in the domain of classroom management and discipline, and compare that to what the school would assess as their current state. Through this stage the school will develop three types of goals: management, community development, and pedagogical.

The following eight conditions characterize the basic qualities which would be evident at a school experiencing a high level of coherence and function related to its classroom management and discipline practices.

1. A Vision of Quality
2. Clear Expectations

3. Expert Technical Management
4. A Social Contract
5. Systems Promoting Growth and Reflection
6. Meet Needs of Challenging Students
7. Use Only Quality Practices
8. Ensure Coherence Across Practices

### Stage 2: Building Self-Direction, Ownership, Connection and Positivity

After the eight basic conditions are in place, there are three advanced conditions required for the next level of growth.

1. Building Community
2. Student Leadership and Voice
3. Social and Emotional Health

### Stage 3: Building Community and Selfless Contribution

Movement to the highest level of classroom function and discipline will vary a little related to specific mission and vision, but there are common practices for moving schools to this level.

1. Students are taught, practice, and reflect on their skill development related to conflict, sharing, working past issues with others, and being self-aware and mindful of their inner processing.
2. Students should be increasingly enlisted and skilled in the role of peer mediator and peer conflict resolution agents.
3. Formal processes for students to assess the quality of their actions, behavior, process, group dynamics, etc. The goal is to move from being a teacher-led to a task that students do actively and as independently as possible.
4. Group meetings are used efficiently and as needed to process deeper issues.
5. If-Then relationships (i.e., if you are able to, then you can) are the essence of empowerment. Students need to get used to suggesting ways which they can accomplish more and stretch themselves, while assuming with great trust comes faith which needs to be earned.
6. Community and team-building exercises are worth the time and have multiple benefits. These activities need to be done on a regular basis and done in an intentional manner.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

As a Waldorf public school, all of the LEA's teachers received training in Waldorf principles and grade-level curriculum. This training includes English Language Arts, Math, Music, Painting, Movement/Physical Education, Science, History and Social Science, and Visual Arts to name a few of the subject matters. In connection and alignment with California State Standards, the LEA follows the Alliance for Public Waldorf Education's Common Core Placement Tables that outlines the specific standards and content areas to be addressed in any given grade. The LEA employs several assessment tools in order to measure progress towards meeting these articulated outcomes. One of the assessment tools utilized by CMP is the Fastbridge screening assessments in reading and math. This measure of progress provides the data necessary to uncover areas of need and drive appropriate instruction and interventions. The LEA also ensures that all students have access to enrichment programs, during the school day and outside of traditional school hours including sports, physical education, STEM, academics, and visual and performing arts.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Golden Valley students have access to the following program components:

- Comprehensive academic and social skills development using Waldorf-inspired curriculum aligned to the CA State Standards
  - Highly qualified CA State Credentialed and Waldorf-trained/certified teachers.
  - Instructional Assistants in grades TK-3
  - Full implementation of RTI model with academic intervention programs
  - PBIS Practices, positive behavioral support program
  - Mindfulness Room and staff to help support development of students' social emotional learning.
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Due to national teacher shortages, staffing challenges resulted in some positions being unfilled and other staff who would otherwise have been dedicated to offering a broad course of study filling in for other essential roles.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The following steps are being taken to increase access and opportunity for all students:

- Expanded Learning Opportunities Program
- Field Trips
- After School Sports
- New strategies and relationships to recruit staff
- Parent advisory committees for students with exceptional needs and unduplicated pupils to better support identified needs of these students.
- Professional development on restorative practices, differentiation, academic rigor, and supporting neurodivergent students in the classroom are being planned for the next school year.



# GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Caleb Buckley, EdD

June 5, 2024

*K-8 Tuition-Free Public Waldorf Schools*

## THE CHARTER MANAGEMENT OFFICE

The school year concluded successfully with two wonderful graduation ceremonies. Many former employees were on hand to wish the graduates well. This week the campuses are still moving furniture. We have new first grade desks to build at River and Orchard has 60 new chromebooks to install. The faculty at River hosted a nice social gathering to say goodbye to Mr. Mark and San Juan Unified will be appointing a new head custodian this summer. At tonight's board meeting, we will be approving our LCAP plans for both school. The budget for next year is now balanced by eliminating unfilled positions, adding revenue for the Eagle's Nest program, and cutting back on professional development/training budgets. We continue to need middle school students to fill our enrollment targets.

Over the month of July, Golden Valley is largely shut down, with only minimal services such as paying bills and issuing payroll continuing. In 60 days, we will host the new employee orientation and welcome back teachers to the preservice meetings.



## GOLDEN VALLEY SCHOOLS



**Orchard School** – May found Orchard enjoying our traditional end of the year activities. Students had fun during spirit days as they brought their plants to school, used anything but a backpack to carry supplies, and dressed in beach apparel for water day. Hosted by Orchard Student Council, during water day students gathered in multi-grade level teams to play games such as “Drip, Drip, Drench”, “Fill the Bucket”, along with a bubbles station. The second to last day of school classes and parents teamed together to move to their next year’s classroom. Our final day of this school year was filled with mixed emotions as we said goodbye to our Ponderosa 8th grade class. The class modeled helpfulness, unity and determination during their years at Orchard School. Our two first grade classes presented the 8<sup>th</sup> graders their goodbye flower during our Rose Ceremony. Then teachers and faculty had a chance to share memories during our internal graduation at a separate time during the last day of school. And finally, the community gathered along with their former teachers and classmates to celebrate our Ponderosa class during their evening graduation. Staff, students, and parent representatives shared favorite memories as we recognized this wonderful group of students. We will miss them and wish them well.



**River School** - As hectic as the end of the school year can be for teachers and students alike, this ending at River seemed to be calmer than most in recent memory. The final week of school was filled with year's end traditions we all look forward to such as the upper grades BBQ at the river, Spirit Day, Rose Ceremony, and the Kinder Fly-away ceremonies. This was all capped off with a beautiful graduation and reception to honor the Maple Tree class and their beloved teacher, Mr. Wadkins. These traditions and their symbolism provide the path markers that help cement our school culture. As we enter a well-deserved summer break, we look forward to finding personal restoration through our own self-care practices, while also engaging in professional development and preparation for the coming year.





## ACCOUNTABILITY &amp; COMPLIANCE

Accountability & Compliance

The Governor released his revised budget mid-May. There are still some unanswered questions regarding how the state will shift funds to cover the educational expenditures. The COLA is locked in at 1.07% and will apply to the LCFF funding and many programs. There have not been any cuts to the newer educational programs, like ELO-P, Universal Meals, and Transitional Kindergarten. Schools are waiting to see the trailer bill language to see more specific language around any of the proposals in the revised budget.

Recently legislation passed in the CA Assembly that would allow supplemental data to be considered during charter renewal beyond the data presented on the California School Dashboard. This bill now moves onto the Senate.



## ENROLLMENT &amp; MOVEMENT

**Enrollment** – We have successfully completed our Open Enrollment and Public Lottery for the 2024-25 school year . We will continue to accept applications from prospective families and enroll when there is an open spot for a class. We offered additional in person Parent Information Meetings for the GV Orchard, GV River, and GV Home Study Hybrid Program during the month of May, including a virtual opportunity.

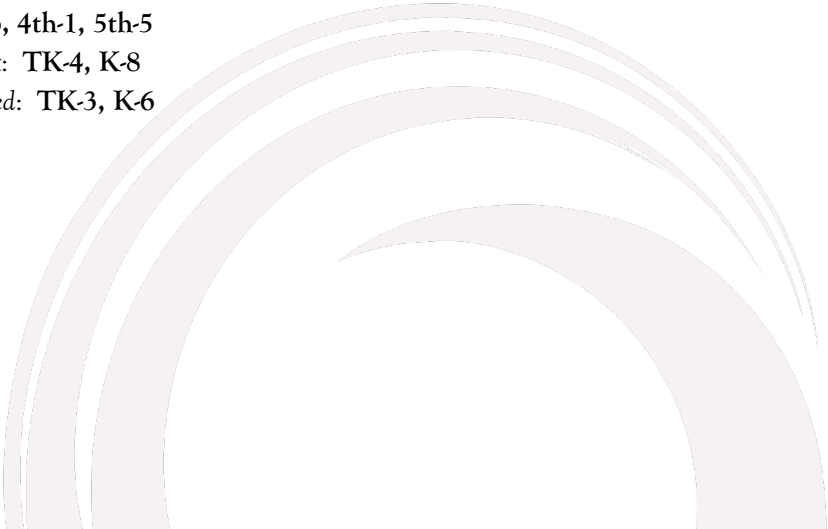
For the 2024-25 school year we have a total of 132 new students. We have 71 new students enrolled for the GV Orchard School, 41 for the GV River School, and for our GV Home Study.

**Outreach** – New families and prospective families as well as our local Waldorf & Waldorf-Inspired preschools were invited to our May Festivals at each school. We attended our annual outreach event in April with ECOS for the Earth Day Festival to promote our school with the greater community and invite them to our upcoming Parent Information Meetings and learn more about our schools and how to apply. We also attended a new outreach event, Kids Art in Fair Oaks organized by San Juan Unified School District.

Open Enrollment for the 2024-25 school year was January 1-February 23, 2024. Parent Information Meetings (PIM) were scheduled for January and February for families to learn more about GVCS, take a classroom tour and learn how to apply. The Public Lottery was held on March 13, 2024. We will continue to offer additional PIM after the Public Lottery and accept applications for Enrollment. We will be offering additional Parent Information Meetings in June as well as pre-recorded meetings through the July.

- GV Orchard School PIM: 6/11
- GV River School PIM: 6/13

**Waitlist and Submitted applications-** Once we exhaust the waitlist and have an open seat, I will review all submitted applications and generate a random lottery for a new enrollment offer and waitlist.

- GV Orchard Waitlist: **TK-2, K-7, 5th-6**
  - GV Orchard Submitted: **TK-11, K-4, 5th-3**
  - GV River Waitlist: **TK-3, K-17, 1st -2, 5th- 4, 6th -2**
  - GV River Submitted: **TK-9, K-6, 4th-1, 5th-5**
  - GV River Home Study Waitlist: **TK-4, K-8**
  - GV River Home Study Submitted: **TK-3, K-6**
- 

ENROLLMENT & MOVEMENT

May 31, 2024 Enrollment and Attendance – Orchard						
	Year End Enrollment	24/25 Enrollment (Waitlist)	ADA	Movement	<i>23/24 Budget Assumptions</i>	
TK	16	23 (9)	94 %	0		
K	38	30 (12)	94 %	0		
ABK	22	22	n/a	0		
OBK	21	22	n/a	0		
MBK	11	12	n/a	0		
1	43	45	95 %	0		
2	23	47	93 %	0		
3	25	26	91 %	0		
4	28	30	88 %	0		
5	29	31 (10)	91 %	0		
6	24	31	96 %	0		
7	27	26	85 %	0		
8	26	26	95 %	0		
Total	279	318	92 %	0	<i>304</i>	<i>92 %</i>

ENROLLMENT & MOVEMENT

April Enrollment and Attendance – River								
	Current Enrollment	24/25 Enrollment (Waitlist)	ADA	Movement	<i>23/24 Budget Assumptions</i>			
TK	27	31 (8)	94 %	0				
K	37	35 (24)	94 %	0				
CBK	20	22 (5, 12)	n/a	0				
LBK	22	22	n/a	0				
PBK	22	22	n/a	0				
1	29	35 (3)	91 %	0				
2	29	32	95 %	0				
3	29	30	93 %	0				
4	30	31 (3)	92 %	0				
5	30	31 (11)	94 %	0				
6	26	31 (3)	95 %	0				
7	25	29	96 %	0				
8	28	26	98 %	0				
HS 1	1	2	100 %	0				
HS 2	4	3	97 %	0				
HS 3	3	5	95 %	0				
HS 4	2	4	100 %	0			<i>Enrollment</i>	<i>ADA</i>
Total	300	325 (69)	95 %	0			<i>317</i>	<i>95 %</i>

## MARKETING &amp; DEVELOPEMENT

## Marketing Focus:

- Enrollment 2024-2025
- Prospective Families
- Branding Awareness
- Community Business Partnership Development

## Initiatives:

- Active Social Media Posting to Engage Followers: Showcasing all Grades and Various Programs
- Connecting with Local Business, SchoolsFirst Bank, Badfish Coffee, Crocker Art Museum, & ChalkitUp

## Upcoming Events:

- ChalkItUp! Labor Day Weekend

## Promotion Channels:

- Social Media, Email and Mailed Letters to Sponsors and Business Donors from the Spring Gala
- Community Promotion: Distributing Postcards sharing Social Media Links

SPRING ART AUCTION & GALA:

- We finalized the fundraising numbers. We raised 37,000. The proceeds are 20,000 to GVCS with 3,850 going to fund-a-need for the Mindfulness Room/Renewal Room Programs

ANNUAL GIVING CAMPAIGN:

- Communication Channels:
  - ParentSquare Message of Donor Wall & Percentages in PS
  - Teacher with Highest AGC percentage awarded an acknowledgement and gift for each school
  - Donor Impact Message
- Awareness:
  - Banner Meter at Each School: Informing Community of Fundraising Need and Support in AGC
  - Acknowledging Donors at both schools at the Donor & Volunteer tea
  - End of Year Newsletters & Messages
  - "Why I Give" Video: Featuring Loyal Donors (This may come Fall)

FUNDRAISING with GVEF:

- Working on Fireworks Booth or booths for end of June fundraiser
- Gala Committee Team for 25<sup>th</sup> Anniversary formed with a Save the Date

SCHOOL	Donors/Household Participation %	YTD Rec'd (FY23/24)	<i>Projected AGC Receivables 23/24 FY End</i>	Goal
GVOS	138/279	\$38,794	\$41,594	\$100,000
GVRS	211/300	\$80,884	\$80,884	\$100,000
General Donation	n/a	\$400	\$400	-
<b>Total</b>	<b>349/579</b>	<b>\$119,678</b>	<b>\$122,478</b>	<b>\$200,000</b>



## HUMAN RELATIONS

## 2024-2025 Teacher Roster

## Orchard

- OBK: Dan MacKinnon
- ABK: Cristina Doyon
- MBK: Vanessa Hunt-Jansen
- 1<sup>st</sup> Grade: Brianne Hidden
- 1<sup>st</sup> Grade: Carly Rohrbacker
- 2<sup>nd</sup> Grade: Zachary Phillips
- 2<sup>nd</sup> Grade: Michelle McDonough
- 3<sup>rd</sup> Grade: Janice Oliver-Iraci
- 4<sup>th</sup> Grade: Jennifer Evans
- 5<sup>th</sup> Grade: Jordan Todd
- 6<sup>th</sup> Grade: Jadah Suarez
- 7<sup>th</sup> Grade: Sandra McCann
- 8<sup>th</sup> Grade: Jamie Grutzmacher

## River

- CBK: Annie Bosque
  - PBK: Lynn Freund
  - LBK: Tavia Pagan
  - 1<sup>st</sup> Grade: A.J. Lacoste
  - 2<sup>nd</sup> Grade: Sarah Chase
  - 3<sup>rd</sup> Grade: Sydney Ernst
  - 4<sup>th</sup> Grade: Danuta Diaz
  - 5<sup>th</sup> Grade: Jenni Walthard
  - 6<sup>th</sup> Grade: Jessie Wadkins
  - 7<sup>th</sup> Grade: Amanda Parker
  - 8<sup>th</sup> Grade: Lisa Moraga
  - MBHS: Loren Johnson
- 