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

May 14, 2025

Board Meeting Access Information

Date:	*Wednesday, May 14, 2025*
Time:	*5:00 p.m.*
Primary Location:	**Golden Valley Orchard, Room 3, 6550 Filbert Ave, Orangevale, CA 95662**
Remote Location:	*Golden Valley River School, Room 5, 9601 Lake Natoma Dr., Orangevale, CA 95662*
Zoom Link:	*Topic: BOT Regular Meeting 2025.05.14* *Time: May 14, 2025 05:00 PM Pacific Time (US and Canada)*

Join Zoom Meeting
https://us02web.zoom.us/j/88069526320?pwd=yRjytOSgSZWuDqcIEzvYfqfZDKx4VO.1

Meeting ID: 880 6952 6320
Passcode: 754234

One tap mobile
*+16694449171,,88069526320#,,,,*754234# US*

Dial by your location
• +1 669 444 9171 US

Find your local number: https://us02web.zoom.us/u/k08cPPr9H

This meeting is being conducted in person and will also 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 ; 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 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.

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

May 14, 2025

Regular Meeting Agenda

1. **Call to Order** – 5:00p.m.   *(K. Gerski-Keller)*

2. **Roll Call** – 5:00 p.m.
   Board Members: Katie Gerski-Keller, Adam Errington, Ekaterina Khmelniker, Stephen Quadro, Meredith Willsen.

3. **Board Member Exigencies and Remote Attendance** – 5:01 p.m.   *(K. Gerski-Keller)*
   <u>Action:</u> Shall the board approve any board members to participate in this board meeting from a remote location due to unexpected emergencies per AB 2449?
   <u>Information</u>: 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** – 5:05 p.m.   *(C. Buckley)*

5. **Public Comment** – 5:06 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. **Reading Difficulties Screener –** 5:21 p.m.   *(J. Hoover)*
   <u>Action</u>: Shall the Board approve the adoption of a Multitudes Reading Difficulties Screener for Golden Valley Charter Schools?

7. **Revised 2025/2026 Calendar for Golden Valley Charter Schools –** 5:26 p.m.   *(C. Buckley)*
   <u>Action</u>: Shall the board approve the revised 2025/2026 Calendar for Golden Valley Charter Schools?

8. **March 12, 2025 Regular Meeting Minutes –** 5:31 p.m.   *(K. Gerski-Keller)*
   <u>Action</u>: Shall the Board approve the March 12, 2025 Regular Meeting Minutes?

9. **April 2, 2025 Special Meeting Minutes –** 5:32 p.m.   *(K. Gerski-Keller)*
   <u>Action</u>: Shall the Board approve the April 2, 2025 Special Meeting Minutes?

10. **April 9, 2025 Special Meeting Minutes –** 5:33 p.m.   *(K. Gerski-Keller)*
    <u>Action</u>: Shall the Board approve the April 9, 2025 Special Meeting Minutes?

11. **April 9, 2025 Regular Meeting Minutes –** 5:34 p.m.   *(K. Gerski-Keller)*
    <u>Action</u>: Shall the Board approve the April 9, 2025 Regular Meeting Minutes?

12. **GVOS Local Control Accountability Plan PUBLIC HEARING –** 5:35 p.m.   *(J. Hoover)*
    Discussion: The board chair will open a public hearing to receive public comments on Golden Valley Orchard School's (GVOS) Local Control Accountability Plan (LCAP).

13. **GVRS Local Control Accountability Plan PUBLIC HEARING –** 5:50 p.m.   *(J. Hoover)*
    Discussion: The board chair will open a public hearing to receive public comments on Golden Valley River School's (GVRS) Local Control Accountability Plan (LCAP).

14. **Charter Renewal Process for Golden Valley Orchard School (GVOS) –** 6:05 p.m. (*C. Buckley*)
    Discussion: The board will discuss the Charter Renewal Process for Golden Valley Orchard School.

15. **Faculty Reports** – 6:15 p.m.
    Faculty Chair Report, Orchard: Orchard Faculty Chair, Jennifer Evans, will present items of interest to the board.   *(J. Evans)*
    Faculty Chair Report, River: River Faculty Chair, Tavia Pagan, will present items of interest to the board.   *(T. Pagan)*

16. **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.

17. **Closed Session: Public Employee Performance Evaluation (continued)** – 6:40 p.m.
                                                                      (K. Gerski-Keller)

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

18. **Recitation of the Motto of the Social Ethic** – 7:40 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.

19. **Adjournment of the meeting** – 7:41 p.m.   *(K. Gerski-Keller)*

GOLDEN VALLEY CHARTER SCHOOLS

(Approved by the BOT 2024.11.13)

2025 to 2026

AUGUST

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SEPTEMBER

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FEBRUARY

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Days of Note

August 5 – River Registration
August 7 – Orchard Registration
August 14 – First Day of School
November 17-21 – Conference Days (min)
March 24-26 – Conference Days (min)
May 29 – Last Day of School

Minimum Days

All Thursdays
November 17-21
December 19
March 24-26
May 29

Instructional Days: 175
Minimum Days: 45
Regular Days: 130

Bell Schedule

Kindergarten: 8:15-11:45
Grades 1-2 – 8:15-2:40
Grades 3-8 – 8:15-3:10
** Recess – 10:15-10:45
** Lunch – 12:25-1:15
Minimum Days – 8:15-12:45
** Recess – 10:15-10:45

Holidays and Non-Instructional Days
August 11-13 – In Service/Staff Development
September 1 – Labor Day
September 29 – Teacher Workday/No School
November 10 – Local Holiday (Observed)
November 11 – Veteran's Day
November 24-28 – Thanksgiving Break/No School
December 22-Jan 2 – Winter Break/No School
January 19 – MLK Day
February 16-20 – Presidents Week
March 30-April 3 – Spring Break
April 6 – Teacher Workday/No School
May 25 – Memorial Day

Board of Trustees Meetings
August 20, Annual Meeting of the BOT – River
September 10, Regular BOT Meeting – River
October 8, Regular BOT Meeting – River
November 12, Regular BOT Meeting – River
December 10, Regular BOT Meeting – River
January 14, Regular BOT Meeting – River
February 11, Regular BOT Meeting – Orchard
March 11, Regular BOT Meeting – Orchard
April 15, Regular BOT Meeting – Orchard
May 13, Regular BOT Meeting – Orchard
June 4, Regular BOT Meeting – Orchard

Finance Committee Meetings
September 3, Finance Meeting (River)
October 1, Finance Meeting (River)
November 5, Finance Meeting (River)
December 3, Finance Meeting (River)
February 4, Finance Meeting (Orchard)
March 4, Finance Meeting (Orchard)
May 6, Finance Meeting (Orchard)

March 12, 2025

Regular Meeting Minutes

1. **Chair Katie Gerski-Keller called the meeting to order at 5:07 p.m.**

2. **Roll Call** – 5:00 p.m.
   Board Members Present: Katie Gerski-Keller, Stephen Quadro, Ekaterina Khmelniker.
   Board Members Absent: Adam Errington, Meredith Willsen.
   Guests: Caleb Buckley, Brittany Galles, Jennifer Hoover, Tavia Pagan, Jennifer Evans, Becky Page (Orchard) 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 ACTION

4. **Executive Director Caleb Buckley read the Diligence Virtue Card.**

5. **Public Comment** –
   There were no public comments.

6. **Consent Agenda**–
   It was moved by Stephen Quadro and seconded by Ekaterina Khmelniker that the board approve the following items by consent.

   > 6.2 The board approved Caleb Buckley, Becky Page and Eileen Worthing to be Banking Signers at Wells Fargo.
   > 6.3 The board approved Caleb Buckley and Eileen Worthing as Custodian of Records in a Resolution.
   > 6.4 The board approved the CSMC Contract Renewal.
   > 6.5 The board approved an out of state field trip for the Orchard School 7th grade class to Ashland, Oregon on April 22-25, 2025.

   (Ayes: 3, Noes: 0, Abstain: 0)

7. **Second Interim SJUSD Budget for GVOS** –
   It was moved by Stephen Quadro and seconded by Ekaterina Khmelniker that the board approve the Second Interim SJUSD Budget for Golden Valley Orchard School.

8. **Second Interim SJUSD Budget for GVRS –**
It was moved by Stephen Quadro and seconded by Ekaterina Khmelniker that the board approve the Second Interim SJUSD Budget for Golden Valley River School.

9. **Prop 39 Preliminary Offer Letter 2025-26** –
The board discussed the offer of facilities from SJUSD according to Prop. 39.

10. **Prop 28: Arts and Music Funding –**
    a. It was moved by Ekaterina Khmelniker and seconded by Stephen Quadro that the board approve the annual report for Prop. 28: Arts and Music Funding for Golden Valley Orchard School.
    b. It was moved by Ekaterina Khmelniker and seconded by Stephen Quadro that the board approve the annual report for Prop. 28: Arts and Music Funding for Golden Valley River School.

11. **Faculty Reports –**
Faculty Chair Report, Orchard: Orchard Faculty Chair, Jennifer Evans, presented items of interest to the board.
Faculty Chair Report, River: River Faculty Chair, Tavia Pagan, 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. **The board recited the Motto of the Social Ethic.**

14. **Chair Katie Gerski-Keller adjourned the meeting at 6:30 p.m.**

Respectfully submitted by Brittany Galles.

_____   _____
Katie Gerski-Keller, Chair   **Date**

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

April 2, 2025
Special Meeting Minutes

1. **Call to Order** – 5:07p.m.

2. **Roll Call** – 5:07 p.m.
   Board Members: Katie Gerski-Keller, Adam Errington, Ekaterina Khmelniker, Meredith Willsen.
   Board Members Absent: Stephen Quadro
   Guests: Caleb Buckley, Brittany Galles, Jennifer Hoover, Tavia Pagan, Jennifer Evans, Becky Page
   (Orchard) 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 ACTION

4. **Executive Director Caleb Buckley read the Accountability Virtue Card.**

5. **Public Comment** –
   There were no public comments.

6. **Third Interim Budget for GVOS** –
   It was moved by Adam Errington and seconded by Ekaterina Khmelniker that the board approve
   a Third Interim Budget for Golden Valley Orchard School. *(Ayes: 4, Noes: 0, Abstain: 0)*

7. **Third Interim Budget for GVRS** –
   It was moved by Meredith Willsen and seconded by Adam Errington that the board approve a
   Third Interim Budget for Golden Valley River School. *(Ayes: 4, Noes: 0, Abstain: 0)*

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

9. **Chair Katie Gerski-Keller adjourned the meeting at 5:49 p.m.**

Respectfully submitted by Brittany Galles.

_____   _____
Katie Gerski-Keller, Chair   **Date**

GOLDEN VALLEY
C H A R T E R   S C H O O L S

April 9, 2025
Special Meeting Minutes

1. **Call to Order** – 4:50 p.m.

2. **Roll Call** – 4:50 p.m.
   Board Members: Katie Gerski-Keller, Adam Errington, Stephen Quadro, Meredith Willsen.
   Board Members Absent: Ekaterina Khmelniker
   Guests: Caleb Buckley, Brittany Galles, Jennifer Hoover, Tavia Pagan, Becky Page (Orchard) 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 ACTION

4. **Executive Director Caleb Buckley read the Accountability Virtue Card.**

5. **Public Comment** –
   There were no public comments.

6. **Intra-CMO Charter Loan** –
   It was moved by Stephen Quadro and seconded by Adam Errington that the Board approve an Intra-CMO Charter Loan from Golden Valley River School to Golden Valley Orchard School for the 2025-2030 school years.

   Stephen Quadro made a comment regarding the specifics of either a line of credit or a cash loan so that it is correctly counted and can rebalance the line item later if/when needed.

   Meredith Willsen made a comment regarding using clear language the year that it gets paid back and what happened to Orchard's fund balance.

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

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

8. **Chair Katie Gerski-Keller adjourned the meeting at 5:00 p.m.**

Respectfully submitted by Brittany Galles.

_____   _____

Katie Gerski-Keller, Chair   **Date**

April 9, 2025
Regular Meeting Minutes

1. **Call to Order** – 5:07p.m.

2. **Roll Call** – 5:07 p.m.
   Board Members Present: Katie Gerski-Keller, Adam Errington, Stephen Quadro, Meredith Willsen.
   Board Members Absent: Ekaterina Khmelniker
   Guests: Caleb Buckley, Brittany Galles, Jennifer Hoover, Tavia Pagan, Geniel Bratton, Becky Page (Orchard) 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 ACTION

4. **Executive Director Caleb Buckley read the Accountability Virtue Card.**

5. **Public Comment** –
   There were no public comments.

6. **Consent Agenda**–
   It was moved by Adam Errington and seconded by Meredith Willsen that the board approve the following items by consent:
   > 6.1 The board approved the Expanded Learning Opportunities Program Plan for Golden Valley Orchard School.
   > 6.2 The board approved the Expanded Learning Opportunities Program Plan for Golden Valley River School.
   > 6.3 The board approved a Local Assignment Option in a Resolution.

Jennifer Hoover made a comment explaining what a Local Assignment entails regarding a teacher's specific credentials, and that this is just a flexibility. As long as the employee has agreed to it, and the board approves it, it's good for the one school year.

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

April 9, 2025

7. **February 12, 2025 Regular Meeting Minutes** –
The board approved the February 12, 2025 Regular Meeting Minutes.

   (Ayes: 3, Noes: 0, Abstain: 1, Stephen Quadro)

8. **March 12, 2025 Regular Meeting Minutes** –
~~Action: Shall the board approve the March 12, 2025 Regular Meeting Minutes?~~ *TABLED.*

9. **Faculty Reports** –
Faculty Chair Report, River: River Faculty Chair, Tavia Pagan, presented items of interest to the board.

10. **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.

11. **Closed Session: Public Employee Performance Evaluation** –
The board went into closed session at 5:35p.m. to discuss the annual review of the Executive Director of Golden Valley Charter Schools pursuant to § 54957.

   The board came out of closed session at 9:39 p.m. *NO ACTION TAKEN*

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

13. **Chair Katie Gerski-Keller adjourned the meeting at 9:40 p.m.**

Respectfully submitted by Brittany Galles.

_____   _____
Katie Gerski-Keller, Chair   **Date**

GOLDEN VALLEY CHARTER SCHOOLS

LCAP Hearing May 14, 2025

Golden Valley Orchard

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) 2025-26

- Purpose of Hearing
- Year 1 Update and Adjustments for Year 2
- Educational Partner Engagement
- Drafts of LCAP Reports

DEVELOPMENTALLY APPROPRIATE EDUCATION:

ALL STUDENTS WILL BE PROVIDED ACCESS TO A COMPREHENSIVE PUBLIC WALDORF-INSPIRED CURRICULUM THAT IS RIGOROUS, RELEVANT, AND ENGAGING.

Actions related to goal:

Support teachers in creating classrooms with rich-academic language, engaging tasks, and targeted assessment for ELA and mathematics.	Targeted interventions	Academic supports for EL students	Title I Supports
Enrichment Opportunities	Professional Development	Specialty Classes	Central Office System Supports for Continuous Improvement
Supports and Services for Students with Exceptional Needs	Class Teachers	Classroom Supplies	

DEVELOPMENTALLY APPROPRIATE EDUCATION:

ALL STUDENTS WILL BE PROVIDED ACCESS TO A COMPREHENSIVE PUBLIC WALDORF-INSPIRED CURRICULUM THAT IS RIGOROUS, RELEVANT, AND ENGAGING

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Appropriately assigned teachers	88.5% of teachers are clear out of the 13.67 FTE teachers	89.7% of teachers are clear out of the 14.5 FTE teachers	85% of teachers, or higher, will be clear out of the FTE teachers
Access to instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials
Implementation of academic content standards	Full Implementation in all areas	Full Implementation in all areas	Full Implementation in all areas
EL access to CA standards including ELD standards	Full Implementation	Full Implementation	Full Implementation

DEVELOPMENTALLY APPROPRIATE EDUCATION:

ALL STUDENTS WILL BE PROVIDED ACCESS TO A COMPREHENSIVE PUBLIC WALDORF-INSPIRED CURRICULUM THAT IS RIGOROUS, RELEVANT, AND ENGAGING

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Pupil achievement on statewide assessments- ELA Academic Indicator (DFS)	All: -7.9 points SED: -12.4 points White: -4.6 points Hispanic: -31.4 points * Two or more races: -9.2 points* SWD: -113.8 points*	All: -20.9 points SED: -23.3 points White: -23.3 points Hispanic: -29.8 points* Two or more races: 18.8 points* SWD: -136.8 points*	At or above: All: -6 points SED: -10 points White: -3 points Hispanic: -25 points Two or more races: -7 points SWD: -100 points
Pupil achievement on statewide assessments- Mathematics Academic Indicator (DFS)	All: -48.2 points SED: -65.9 points White: -44.1 points Hispanic: -70.1 points * Two or more races: -9.2 points* SWD: -113.8 points*	All: -56.6 points SED: -73.6 points White: -51.5 points Hispanic: -83 points* Two or more races: -54.5 points* SWD: -166.9 points*	All: -43 points SED: -58 points White: -40 points Hispanic: -63 points Two or more races: -52 points* SWD: -100 points*

DEVELOPMENTALLY APPROPRIATE EDUCATION:

ALL STUDENTS WILL BE PROVIDED ACCESS TO A COMPREHENSIVE PUBLIC WALDORF-INSPIRED CURRICULUM THAT IS RIGOROUS, RELEVANT, AND ENGAGING

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Pupil achievement on statewide assessments-CAST	34.5% of students met or exceeded standards for science	32.73% of students met or exceeded standards for science All students: -12.2 points Hispanic: -21.2 points SED: -6.2 points White: -18.9 points	38% of students will meet or exceed standards for science All students: -10 points Hispanic: -20 points SED: -5 White: -16 points
A broad course of study	All students had access to a broad course of study that included all subject areas.	All students have access to a broad course of study that includes all subject areas.	All students will have access to a broad course of study that includes all subject areas.
Other Pupil Outcomes: Fastbridge aReading	56.6% of students in grade 3-8 are at or above grade level	56.2% of students in grade 3-8 are at or above grade level	60% of students in grade 3-8 are at or above grade level

DEVELOPMENTALLY APPROPRIATE EDUCATION:
ALL STUDENTS WILL BE PROVIDED ACCESS TO A COMPREHENSIVE PUBLIC WALDORF-INSPIRED CURRICULUM THAT IS RIGOROUS, RELEVANT, AND ENGAGING

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Other Pupil Outcomes: Fastbridge AUTOread	58.2% of students in grade 4-8 are at or above grade level	51.6% of students in grade 4-8 are at or above grade level	62% of students in grade 4-8 are at or above grade level
Other Pupil Outcomes: Fastbridge aMath	46.6% of students in grade 3-8 are at or above grade level	46.7% of students in grade 3-8 are at or above grade level	50% of students in grade 3-8 are at or above grade level
Other Pupil Outcomes: Fastbridge aReading	54.2% of students in grade 3-8 are at or above grade level	67.8% of students in grade 3-8 are at or above grade level	58% of students in grade 3-8 are at or above grade level

INTENTIONAL CULTURE OF CARE:

THE SCHOOL WILL PROMOTE THE COMPLETE EDUCATION, BOTH ACADEMICALLY AND SOCIALLY, TO ENSURE THE SUCCESS AND SAFETY OF ALL STUDENTS

Actions related to goal:

Facility	Mindfulness/Renewal Room
School Climate Improvement	Universal Meals

INTENTIONAL CULTURE OF CARE:

THE SCHOOL WILL PROMOTE THE COMPLETE EDUCATION, BOTH ACADEMICALLY AND SOCIALLY, TO ENSURE THE SUCCESS AND SAFETY OF ALL STUDENTS

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
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	Instances where facilities do not meet the "Good Repair" standard: 0
School attendance rate	93.5%	93.6% (months 1-9)	>95%
Middle school dropout rate	0%	0%	0%
Local school climate survey (ASSC School Climate Assessment Instrument)	Overall School Climate: Staff: 3.75 Parents: 3.92 Students: 3.32	Overall School Climate: Staff: 3.84 Parents: 4.16 Students: 3.75	Overall School Climate: Staff: 4.00 Parents: 4.00 Students: 3.50

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.

Actions related to goal:

Accessible and Responsive Schools for Students with Exceptional Needs	Accessible and Responsive Schools for Unduplicated Pupils	Family and Community Engagement

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.

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Promote parental participation in programs	Full implementation in all areas	Full implementation in all areas	Full implementation in all areas
Chronic Absenteeism Rates	All: 30% SED: 47.2% White: 32.7% Hispanic: 26% Two or more races: 15%* SWD: 48.3%*	All: 19.1% SED: 25% White: 21.3% Hispanic: 20% Two or more races: 3.7%* SWD: 18.9%*	Less than 10% for all student subgroups

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.

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Pupil Suspension Rates	All: 2.7% SED: 5.5% White: 2.3% Hispanic: 6.0% Two or more races: 0%* SWD: 6.7%	All: 3.8% SED: 5.4% White: 4.2% Hispanic: 4.8% Two or more races: 0%* SWD: 7.9%	All: 1.5% SED: 3.0% White: 1.5% Hispanic: 3.0% Two or more races: 0% SWD: 4.0%
Pupil Expulsion Rates	0%	0%	Maintain 0%

FEEDBACK FROM EDUCATIONAL PARTNERS

- Climate Survey

- Advisory meetings for student subgroups

- LCAP Feedback Survey

- Student Feeback Session

- The public has the opportunity to submit written comments on specific actions and expenditures proposed in each school's LCAP (draft provided in board packet) before the vote to adopt the 25-26 LCAP on June 4, 2025, by emailing Jennifer Hoover jhoover@goldenvalleycharter.org.

QUESTION & ANSWER

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 2025-26

General Information

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

Golden 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 andinvest 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: 2.4% English Learners, 31.5% Low income, 2.4% Homeless, 11.6% Students with Disabilities, 68.49% White, 17.47% Hispanic, 0.34% Native American, 0.68% Black or African American, 0.68% Filipino, 11.3% Two or More Races , and 0.34% Not Reported.

Reflections: Annual Performance

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

Academic Performance: English Language Arts (ELA)- the school saw a decline of 13 points in performance (20.9 points below standard). Socioeconomically disadvantaged student group declined 10.9 points (23.3 points below standard). White student group declined 18.7 points (23.3 points below standard). Hispanic student group maintained performance (29.8 points below standard). Two or more races student group increased by 28 points (18.8 points above standard). Students with disabilities student group decreased by 21.4 points (136.8 points below standard). Mathematics- the school saw a decline of 8.4 points in performance (56.6 points below standard). Socioeconomically disadvantaged student group declined 7.7 points (73.6 points below standard). White student group declined 7.4 points (51.5 points below standard). Hispanic student group declined 12.9 points (83 points below standard). Two or more races student group increased by 4.4 points (54.5 points above standard). Students with disabilities student group decreased by 53.1

points (166.9 points below standard). Implementation of Academic Standards-Full Implementation Academic Engagement: Chronic Absenteeism- 19.1% of students are chronically absent. This is a decline of 10.9% from the 2023 Dashboard. All student groups saw a decline in their chronic absenteeism rates (Low income declined 22.2%, hispanic declined 6%, while declines 11.4%, two or more races declined 11.3%, and student with disabilities declined 29.4%). Access to a Broad Course of Study- met Conditions & Climate Suspension Rate- the school saw an increase of 1.1% (3.8% of students suspended at least one day). Socioeconomically disadvantaged students maintained (5.4% of students suspended at least one day). White increased by 1.9% (4.2% of students suspended at least one day). Students with disabilities increased by 1.2% (7.9% of students suspended at least one day). Hispanic declined by 1.2% (4.8% of students suspended at least one day). Two or more races maintained (0% of students suspended at least one day). Basics: Teachers, Instructional Materials, Facilities- met Parent & Family Engagement-met (full implementation) Local Climate Survey-met Informational Purposes Science- the school saw a decline of 5.3 points in performance (12.2 points below standard). Socioeconomically disadvantaged student group declined 3.3 points (6.2 points below standard). White student group declined 1 point (10 points below standard). Hispanic student group maintained performance (29.8 points below standard). Two or more races student group previously had fewer than 11 students and data was not available (21.2 points above standard). English Language Arts Growth- Students in the All Students group generally scored 11 points above the typical growth of students with similar test scores in the previous grade level. Hispanic student group and students with disabilities student group showed typical growth. Two or more races, white, and socioeconomically disadvantaged student groups showed above typical growth. Mathematics Growth-Students in the All Students group generally scored 8 points above the typical growth of students with similar test scores in the previous grade level. Hispanic, two or more races, socioeconomically disadvantaged, and students with disabilities student groups showed typical growth. White student group showed above typical growth.

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

Not applicable.

Monitoring and Evaluating Effectiveness

Not applicable.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
1. Faculty & Staff	Faculty and staff were engaged in the following ways: School climate survey (February 2025), LCAP feedback survey (April 2025), and ongoing collaborative meetings.
2. Parents & Families	School Climate Survey; LCAP Feedback Survey
3. Students	School climate survey (grade 5-8); Student feedback session (lower grades)
4. Community Advisory Committee	CAC meetings (11/4/2024, 1/27/25, and 3/10/25), CAC LCAP feedback survey

5. Circles of Support Committee	Title I meeting 10/28/24
6. Leadership team	Weekly Leadership meetings
7. Board of Trustees	monthly meetings; mid-year update (2/12/25)

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

CAC suspension Intervention improvement (LCAP feedback survey and CAC meeting) Teacher professional development (LCAP feedback survey and CAC meeting) Faculty and staff feedback highlighted a need for ongoing training and support around academic and behavioral intervention and supports. GVOS incorporated this feedback into the LCAP in the actions for Goals 1 and 3. GVOS will participate in a year-long professional development series for Universal Design for Learning (UDL) to better support all students, both academically, socially, and behaviorally.

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 Monitoring Outcomes report)	82.3% of teachers are clear out of the 13.68 FTE teachers.	89.7% of teachers are clear out of the 14.5 FTE teachers.		85% of teachers or higher will be clear out of the FTE teachers.	The percentage of clear teachers increased by 1.2% from baseline.
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.		100% of students have access to standards aligned instructional materials.	Maintained baseline of 100%.
3	Implementation of Academic Content Standards (Local Indicator Priority 2 Self-Reflection Tool)	Full Implementation in all areas	Full Implementation in all areas		Full Implementation in all areas	Maintained full implementation status as in baseline and target for Year 3.
4	EL Access to CA Standards including ELD standards (Local Indicator Priority 2 Self-Reflection Tool)	Full Implementation	Full Implementation		Full Implementation	Maintained full implementation as in baseline and Year 3 target.
5	Pupil Achievement on Statewide Assessments (ELA Academic	All students 7.9 points below standard; socioeconomically	All students 20.9 points below standard; socioeconomically		Each student group listed will score at or above the following distance	All students group scores declined 13 points; socioeconomically

	Indicator: Distance from Standard (DFS))	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 below standard; students with disabilities 115.4 points below standard	disadvantaged students 23.3 points below standard; white students 23.3 points below standard; hispanic students 29.8 below standard; student with two or more races 18.8 points above standard; students with disabilities 136.8 points below standard		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 standard; student with two or more races 7 points below standard; students with disabilities 100 points below standard.	disadvantaged students scores declined 10.9 points; white students scores declined 18.7 points; hispanic students scores declined slightly by 1.6 points; student with two or more races scores increased 28 points; students with disabilities scores declined 21.4 points
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	All students 56.6 points below standard; socioeconomically disadvantaged students 73.6 points below standard; white students 51.5 points below standard; hispanic students 83 below standard; student with two or more races 54.5 points below standard; students with disabilities 166.9		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;	All students scores declined by 8.4 points; socioeconomically disadvantaged students scores declined by 7.7 points; white students scores declined by 7.4 points; hispanic students scores declined by 12.9 points; student with two or more races scores increased by 4.4 points; students with disabilities scores

		113.8 points below standard.	points below standard.		students with disabilities 100 points below standard.	declined by 53.1 points.
7	Pupil Achievement on Statewide Assessments (CAST)	34.54% students met or exceeded standard for science.	32.73% met or exceeded standard for science. Starting on the 2024 Dashboard, CAST scores are posted for schools (2024 for informational purposed only). The dashboard uses the distance from standard metric. For 2024 CAST scores GVOS performed as follows: All students 12.2 points below standard, hispanic students 21.2 points below standard, socioeconomically disadvantaged students 6.2 points below standard, and white 10 points below standard.		38% of students will meet or exceed standard for science	The percentage of students that met or exceeded standards for science declined by 1.81% from baseline scores. Starting on the 2024 Dashboard, CAST scores are posted for schools (2024 for informational purposed only). The dashboard uses the distance from standard metric. For 2024 CAST scores GVOS performed as follows: All students declined 5.3 points, hispanic students (did not have reported scores the previous year due to having fewer than 11 students in this subgroup, socioeconomically disadvantaged students declined 3.3 points, and

						white students declined 1 point from baseline scores.
8	A broad course of study including courses described under EC Sections 51210 and 51220 as applicable (Local Indicator Priority 7 Self-Reflection Tool).	All students had access to a broad course of study that included all subject areas.	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.	Maintained baseline of all students having access to a 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.	56.2% 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.	The percentage of students in grade 3-8 are at or above grade level on the aReading assessment increased by 0.6%
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.	51.6% 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	The percent of students in grade 4-8 are at or above grade level on the AUTOread assessment declined by 6.6%.
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.	46.7% 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.	The percent of students in grade 3-8 are at or above grade level on the aMath assessment increased by 0.1%.
12	Other Pupil Outcomes (Fastbridge CBM Math Automaticity	54.2% of students in grade 3-8 are at or above grade level on the Math	67.8% of students in grade 3-8 are at or above grade level on the Math		58% of students in grade 3-8 are at or above grade level on the Math	The percent of students in grade 3-8 are at or above grade level on the

	assessment-at or above grade level)	Automaticity assessment.	Automaticity assessment.		Automaticity assessment.	Math Automaticity assessment increased by 13.6%.

Goal Analysis for 2025-26

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 the 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 school spent less on the specialty program due to fewer staff to provide services, and employed staff were newly hired and lower on the salary schedule. The school did provide more enrichment offerings in ELO-P to supplement what was not in specialty program. SPED costs increased substantially due to staffing shortages and having to rely on contractors to provided the mandated SPED services. Class Teachers-more experienced staff were hired (higher on pay scale). Increased by one additional class and had the additional personnel expenses for an additional teacher on staff. Increased cost to employer for benefits. Cost of materials increased due to the addition of one additional class. PD was less because fewer teachers participated in the Waldorf training than what was expected.

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

Overall the actions were effective in making progress toward the Developmentally Appropriate Education goal. Math and ELA-IXL would expect to see the improvement on the 2025 Dashboard.

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.

Universal Design for Learning year-long PD to continue to improve upon student academic growth and achievement.

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

Annual Update Table.
Actions

Action #	Title	Description	Total Funds	Contributing
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 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.	$10,300.00	Yes
Action #3	Interventions	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	$69,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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, and strategies for integrated ELD instruction.	$45,000.00	Yes
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	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Eagle's Nest (ELO-P) staff; and ensure that students have the materials needed for all enrichment opportunities.		
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 ervices 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 #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 #	Title	Description	Total Funds	Contributing
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.	$27,500.00	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		Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0	Maintained baseline level of no instances where facilities did not

						meet the "Good Repair" standard.
2	School Attendance Rate (Local: Aeries-SIS)	93.5 %	93.6% (attendance months 1-9)		>95%	The attendance rate increased by 0.1% from baseline.
3	Middle School Dropout Rate (CALPADS)	0%	0%		Maintain 0%	Maintained a dropout rate of 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: 3.84 (staff); 4.16 (parents); 3.75 (students)		Overall School Climate: 4.00 (staff); 4.00 (parents); 3.50 (students)	Staff school climate scores increased by 0.09 points; parents scores increased by 0.24 points; and student scores increased 0.43.

Goal Analysis for 2025-26

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 the 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.

Mindfulness Room, less personnel expenses and materials than planned. Extra hours not provided.

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

All actions were effective in making progress towards the Intentional Culture of Care goal. School climate data and focus has lead to an emphasis on tier 2 SEL and behavior supports to ensure school is a safe and supportive environment for all students.

Based on the most recent School Climate survey results, GVOS will focus it's efforts on strengthening the leadership of the school and to foster unified adherence to GVCS mission, vision, and values so that all staff, students, and families feel safe and supported.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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 Behavioral Interventions and Supports, and social-emotional learning).	$3,500.00	Yes
Action #4	Universal Meals	Students will have access to two meals each day at no cost each instructional day.	$170,000.00	Yes

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 Family Engagement)	Full Implementation in all areas	Full Implementation in all areas		Full Implementation in all areas	Maintained Full Implementation in all areas from baseline.
2	Chronic Absenteeism Rate (CA School Dashboard)	All Students: 30% Socioeconomically Disadvantaged: 47.2% Students with Disabilities:	All Students: 19.1% Socioeconomically Disadvantaged: 25% Students with Disabilities: 18.9%		10% or less for all student groups	All Students: Declined 10.9% Socioeconomically Disadvantaged: Declined 22.2%

		48.3% Hispanic: 26% White: 32.7% Two or More Races: 15%	Hispanic: 20% White: 21.3% Two or More Races: 3.7%			Students with Disabilities: Declined 29.4% Hispanic: Declined 6% White: Declined 11.4% Two or More Races: Declined 11.3%
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: 3.8% Socioeconomically Disadvantaged: 5.4% Students with Disabilities: 7.9% Hispanic: 4.8% White: 4.2% 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%	All Students: increased 1.1% Socioeconomically Disadvantaged: maintained (-0.1%) Students with Disabilities: increased 1.2% Hispanic: declined 1.2% White: increased 1.9% Two or More Races: maintained 0%
4	Pupil Expulsion Rates (DataQuest Expulsion Rate)	0%	0%		Maintain 0%	Maintained 0% expulsion rate.

Goal Analysis for 2025-26

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 the 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 family engagement opportunity events this year did not have any costs to the school and therefore the expenditures were much less than planned.

All three actions were very effective in making progress towards meetings metric targets for the Vibrant Learning Community goal. Student suspension rates and chronic absenteeism rates had declines for all student groups. This can be attributed to community engagement efforts by the schools. The Community Advisory Committee and Circles of Support group had focused looking at what the school can do further to improve suspension rates and chronic absenteeism rates for student with disabilities and other student groups.

The school will continue it's efforts with working with community to identify areas of need for student groups and collaborate on methods to improve upon these identified needs. Based on feedback during the 24-25 school year, the school will implement a year-long staff training on Universal Design for Learning (UDL) to help better meet the academic, social, and behavioral needs for all 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.

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 #	Title	Description	Total Funds	Contributing
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 leadership roles that address specific school needs.	$18,000.00	Yes

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
$239,616.00	$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
7.18%	0.00%	$0.00	7.18%

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 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, Goal 1 Action 12	Socioeconomically disadvantaged (SED) students are currently the only unduplicated pupil group with more than 11 students for GVOS. While the overall student group falls into the "orange"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.	The actions related to accelerating academic achievement will prioritizes SED students when implementing interventions, planning professional 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.	Monitoring teacher assignments, local indicator self-reflection tool for priority 2,ELA academic indicator on Dashboard, mathematics academic indicator on the Dashboard, and local assessment data.
Goal 2 Action 3, Goal 2 Action 4, 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 forSED 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. Providing these students with a safe facility, two meals a day, an enrichment program after school, and space for learning social-emotional skills, and engaging with educational partners to identify	Local indicator self-reflection tool for priorities, chronic absenteeism rates, and pupil suspension rates.

		roadblocks for SED students will help to continue the achievement for these identified students.	

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	12.3 to 1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	18.8 to 1	N/A

2025-26 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 %)
2025-26	$3,339,511.00	$239,616.00	7.18%	0.00%	7.18%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$2,824,516.00	$237,368.00	$0.00	$35,720.00	$3,097,604.00	$1,803,809.00	$1,293,795.00

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
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 & Foster Youth, EL	All Schools	Ongoing
1	8	Specialty Classes	All	No	LEA-Wide	Low Income, Homeless & 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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
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 & Foster Youth, EL	All Schools	Ongoing
2	2	Mindfulness Room	All	No	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
2	3	School Climate Improvement	All	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	Ongoing
2	4	Universal Meals	All	Yes	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	Unduplicated Pupils	Yes	Limited	Low Income	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		Schools for Unduplicated Pupils						
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	$59,000.00	$10,300.00	$59,000.00	$0.00	$0.00	$10,300.00	$69,300.00	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	$222,500.00	$27,500.00	$250,000.00	$0.00	$0.00	$0.00	$250,000.00	0.00%
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	$27,500.00	$27,500.00	$0.00	$0.00	$0.00	$27,500.00	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%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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%

2025-26 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)
$3,339,511.00	$239,616.00	7.18%	0.00%	7.18%	$2,824,516.00	0.00%	84.58%

Totals by Type	Total LCFF Funds
Total:	$2,824,516.00
LEA-wide Total:	$2,725,170.00
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	$250,000.00	0.00%
1	7	Professional Development	Yes	LEA-Wide	Low Income, Homeless & 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%
1	11	Class Teachers	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	$840,000.00	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	12	Classroom Materials	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	$27,500.00	0.00%
2	3	School Climate Improvement	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	$3,500.00	0.00%
2	4	Universal Meals	Yes	LEA-Wide	Low Income	LEA Wide	$170,000.00	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%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$3,066,104.00	$3,317,288.64

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	Math	Yes	$10,300.00	$2,544.78
1	2	English Language Arts	Yes	$10,300.00	$2,813.35
1	3	Interventions	Yes	$110,300.00	$46,376.89
1	4	Academic Supports for EL Students	Yes	$45,000.00	$45,599.21
1	5	Title I Supports	Yes	$0.00	$0.00
1	6	Enrichment Opportunities	Yes	$150,000.00	$275,739.13
1	7	Professional Development	Yes	$53,400.00	$32,415.49
1	8	Specialty Classes	No	$237,340.00	$179,143.41
1	9	Central Office System Supports for Continuous Improvement	No	$489,344.00	$478,281.46
1	10	Supports and Services for Students with Exceptional Needs	Yes	$319,411.00	$447,549.47
1	11	Class Teachers	Yes	$890,617.00	$1,095,614.89
1	12	Classroom Materials	Yes	$55,000.00	$60,501.86
2	1	Facility	No	$324,900.00	$324,900.00
2	2	Mindfulness Room	No	$70,000.00	$45,228.42
2	3	School Climate Improvement	Yes	$3,500.00	$1,418.34
2	4	Universal Meals	Yes	$170,000.00	$179,037.00
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	Yes	$54,346.00	$47,322.72
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	$54,346.00	$47,322.72

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	3	Family and Community Engagement	Yes	$18,000.00	$5,479.50

2024-25 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	$1,667,772.00	$2,127,936.42	($460,164.42)	60.95%	71.79%	10.84%

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)
1	1	Math	Yes	$0.00	$0.00	0.32%	0.08%
1	2	English Language Arts	Yes	$0.00	$0.00	0.32%	0.08%

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)
1	3	Interventions	Yes	$59,000.00	$44,167.09	3.45%	1.45%
1	4	Academic Supports for EL Students	Yes	$45,000.00	$45,599.21	1.41%	1.43%
1	5	Title I Supports	Yes	$0.00	$0.00	0.00%	0.00%
1	6	Enrichment Opportunities	Yes	$150,000.00	$275,739.13	4.70%	8.65%
1	7	Professional Development	Yes	$48,580.00	$27,595.49	1.67%	1.02%
1	10	Supports and Services for Students with Exceptional Needs	Yes	$170,000.00	$298,138.47	10.02%	14.04%
1	11	Class Teachers	Yes	$840,000.00	$1,095,614.89	27.94%	34.36%
1	12	Classroom Materials	Yes	$55,000.00	$60,501.86	1.72%	1.89%
2	3	School Climate Improvement	Yes	$3,500.00	$1,418.34	0.11%	0.04%
2	4	Universal Meals	Yes	$170,000.00	$179,037.00	5.33%	5.62%
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	Yes	$54,346.00	$47,322.72	1.70%	1.48%
3	2	Accessible and Responsive Schools for	Yes	$54,346.00	$47,322.72	1.70%	1.48%

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)
		Unduplicated Pupils					
3	3	Family and Community Engagement	Yes	$18,000.00	$5,479.50	0.56%	0.17%

2024-25 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%	$2,127,936.42	71.79%	144.88%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- 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)

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.

o   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).

o   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.

o   Indicate the school year to which the baseline data applies.

o   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.

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

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

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

- 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).
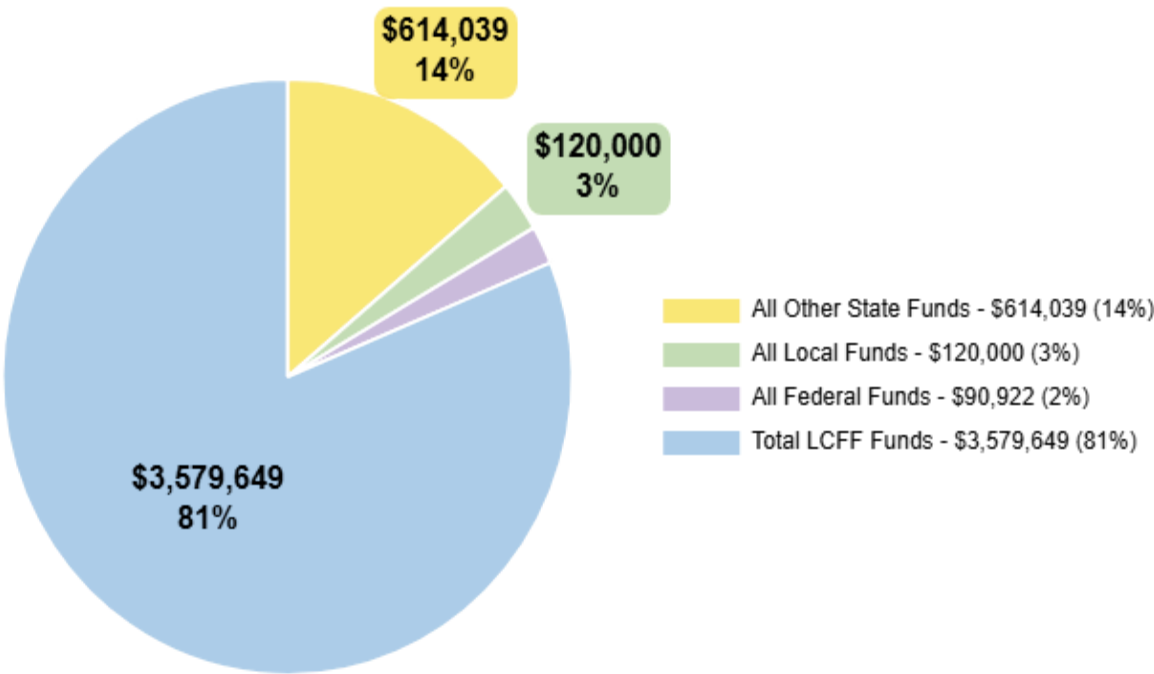
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley Orchard
CDS Code: 34674470132399
School Year: 2025-26
LEA Contact Information: Caleb Buckley | 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 2025-26 School Year
Projected Revenue by Fund Source

$614,039
14%

$120,000
3%

$3,579,649
81%

All Other State Funds - $614,039 (14%)
All Local Funds - $120,000 (3%)
All Federal Funds - $90,922 (2%)
Total LCFF Funds - $3,579,649 (81%)

Source	Funds	Percentage
All Other State Funds	$614,039	14%
All Local Funds	$120,000	3%

Source	Funds	Percentage
All Federal Funds	$90,922	2%
Total LCFF Funds	$3,579,649	81%

Breakdown of Total LCFF Funds

LCFF S/C Grants - $239,616 (5%)
All Other LCFF Funds - $3,340,033 (76%)
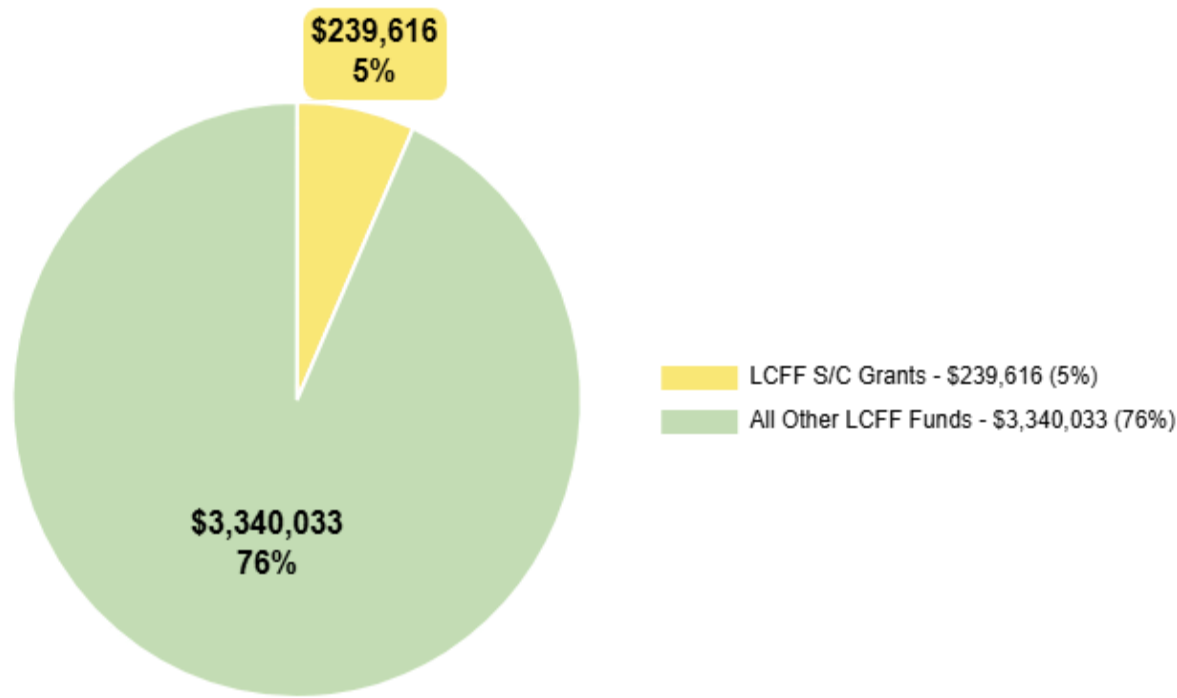
Source	Funds	Percentage
LCFF S/C Grants	$239,616	5%
All Other LCFF Funds	$3,340,033	76%

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 $4,404,610, of which $3,579,649 is Local Control Funding Formula (LCFF), $614,039 is other state funds, $120,000 is local funds, and $90,922 is federal funds. Of the $3,579,649 in LCFF Funds, $239,616 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
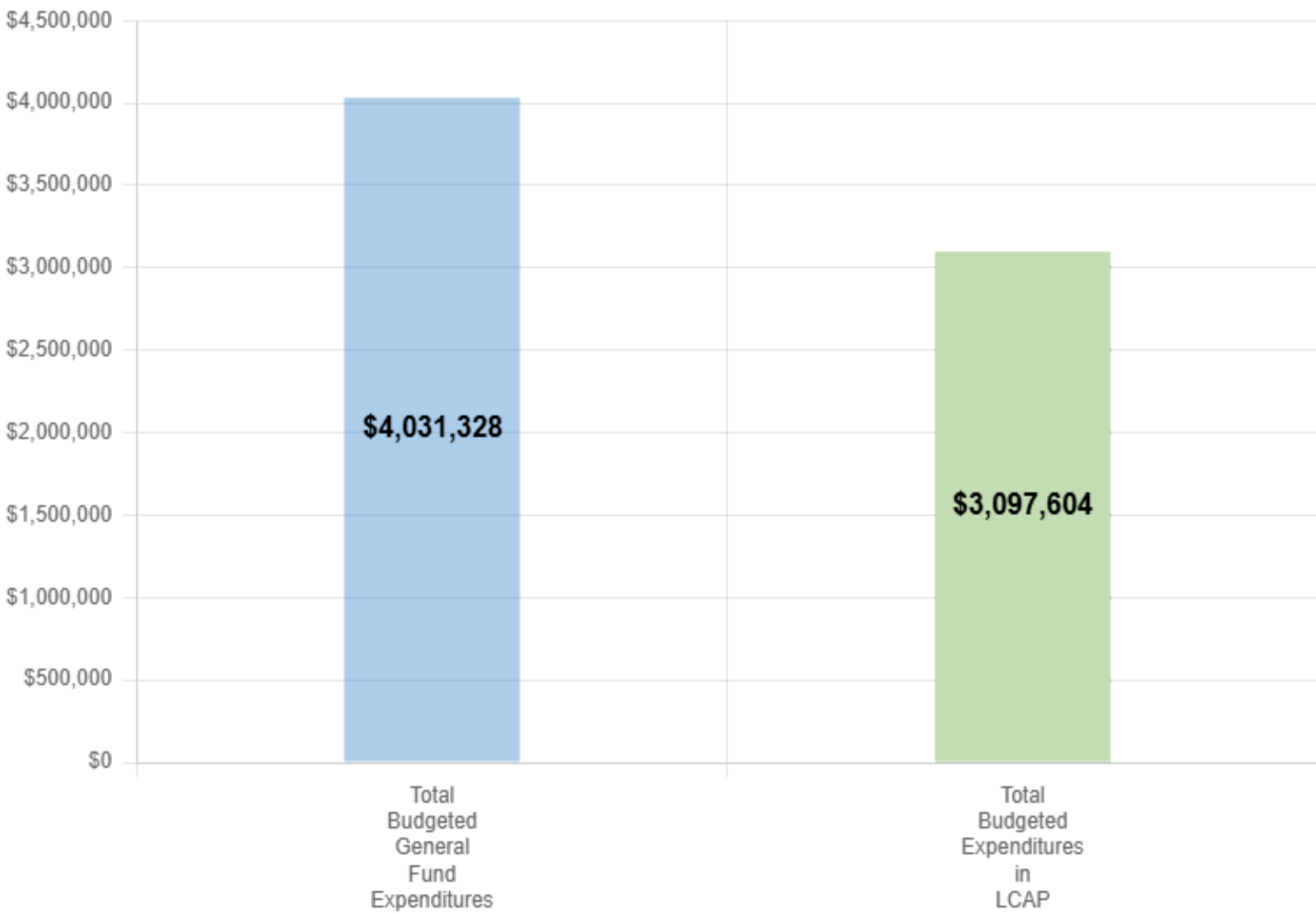
This chart provides a quick summary of how much Golden Valley Orchard plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

Golden Valley Orchard plans to spend $4,031,328 for the 2025-26 school year. Of that amount, $3,097,604 is tied to actions/services in the LCAP and $933,724 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures 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 2025-26 School Year

In 2025-26, Golden Valley Orchard is projecting it will receive $239,616 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 $2,824,516 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students
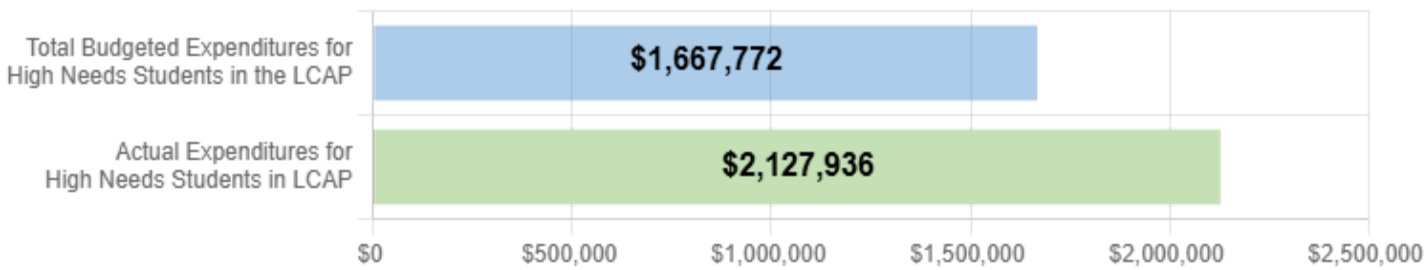
This chart compares what Golden Valley Orchard budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Valley Orchard estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2024-25, Golden Valley Orchard's LCAP budgeted $1,667,772 for planned actions to increase or improve services for high needs students. Golden Valley Orchard actually spent $2,127,936 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $-460,164 had the following impact on Golden Valley Orchard's ability to increase or improve services for high needs students:

Not applicable.

GOLDEN VALLEY CHARTER SCHOOLS

LCAP Hearing May 14, 2025

Golden Valley River

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) 2025-26

- Purpose of Hearing
- Year 1 Update and Adjustments for Year 2
- Educational Partner Engagement
- Drafts of LCAP Reports

DEVELOPMENTALLY APPROPRIATE EDUCATION:

ALL STUDENTS WILL BE PROVIDED ACCESS TO A COMPREHENSIVE PUBLIC WALDORF-INSPIRED CURRICULUM THAT IS RIGOROUS, RELEVANT, AND ENGAGING.

Actions related to goal:

Support teachers in creating classrooms with rich-academic language, engaging tasks, and targeted assessment for ELA and mathematics.	Targeted interventions	Academic supports for EL students	Title I Supports
Enrichment Opportunities	Professional Development	Specialty Classes	Central Office System Supports for Continuous Improvement
Supports and Services for Students with Exceptional Needs	Class Teachers	Classroom Supplies	

DEVELOPMENTALLY APPROPRIATE EDUCATION:
ALL STUDENTS WILL BE PROVIDED ACCESS TO A COMPREHENSIVE PUBLIC WALDORF-INSPIRED CURRICULUM THAT IS RIGOROUS, RELEVANT, AND ENGAGING

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Appropriately assigned teachers	89.3% of teachers are clear out of the 14.7 FTE teachers	86.2% of teachers are clear out of the 14.5 FTE teachers	85% of teachers, or higher, will be clear out of the FTE teachers
Access to instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials
Implementation of academic content standards	Full Implementation in all areas	Full Implementation in all areas	Full Implementation in all areas
EL access to CA standards including ELD standards	Full Implementation	Full Implementation	Full Implementation

DEVELOPMENTALLY APPROPRIATE EDUCATION:
ALL STUDENTS WILL BE PROVIDED ACCESS TO A COMPREHENSIVE PUBLIC WALDORF-INSPIRED CURRICULUM THAT IS RIGOROUS, RELEVANT, AND ENGAGING

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Pupil achievement on statewide assessments- ELA Academic Indicator (DFS)	All: -16.9 points SED: -26.5 points White: -16.5 points Hispanic: -20.6 points SWD: -65.6 points*	All: -19 points SED: -41.2 points White: -26.3 points Hispanic: -8.8 points Two or More Races: -10.4* SWD: -65.9 points*	At or above: All: -10 points SED: -20 points White: -13 points Hispanic: -16 points Two or More Races: -8* SWD: -60 points
Pupil achievement on statewide assessments- Mathematics Academic Indicator (DFS)	All: -71.5 points SED: -81.4 points White: -68.2 points Hispanic: -80.2 points SWD: -150.8 points*	All: -59.9 points SED: -88.6 points White: -61.9 points Hispanic: -76.2 points Two or More Races: -37.8* SWD: -166.9 points*	All: -65 points SED: -76 points White: -63 points Hispanic: -75 points Two or More Races: -35* SWD: -145 points

DEVELOPMENTALLY APPROPRIATE EDUCATION:
ALL STUDENTS WILL BE PROVIDED ACCESS TO A COMPREHENSIVE PUBLIC WALDORF-INSPIRED CURRICULUM THAT IS RIGOROUS, RELEVANT, AND ENGAGING

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Pupil achievement on statewide assessments-CAST	21.17% of students met or exceeded standards for science	24.14% of students met or exceeded standards for science All students: -18.2 points Hispanic: -17.7 points SED: -26.5 White: -18.9 points	30% of students will meet or exceed standards for science All students: -16 points Hispanic: -15 points SED: -24 White: -16 points
A broad course of study	All students had access to a broad course of study that included all subject areas.	All students have access to a broad course of study that includes all subject areas.	All students will have access to a broad course of study that includes all subject areas.
Other Pupil Outcomes: Fastbridge aReading	61.5% of students in grade 3-8 are at or above grade level	57.2% of students in grade 3-8 are at or above grade level	63% of students in grade 3-8 are at or above grade level

DEVELOPMENTALLY APPROPRIATE EDUCATION:
ALL STUDENTS WILL BE PROVIDED ACCESS TO A COMPREHENSIVE PUBLIC WALDORF-INSPIRED CURRICULUM THAT IS RIGOROUS, RELEVANT, AND ENGAGING

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Other Pupil Outcomes: Fastbridge AUTOread	55.8% of students in grade 4-8 are at or above grade level	53.7% of students in grade 4-8 are at or above grade level	30% of students will meet or exceed standards for science
Other Pupil Outcomes: Fastbridge aMath	47.9% of students in grade 3-8 are at or above grade level	47.9% of students in grade 3-8 are at or above grade level	All students will have access to a broad course of study that includes all subject areas.
Other Pupil Outcomes: Fastbridge aReading	55.8% of students in grade 3-8 are at or above grade level	68.9% of students in grade 3-8 are at or above grade level	57% of students in grade 3-8 are at or above grade level

INTENTIONAL CULTURE OF CARE:

THE SCHOOL WILL PROMOTE THE COMPLETE EDUCATION, BOTH ACADEMICALLY AND SOCIALLY, TO ENSURE THE SUCCESS AND SAFETY OF ALL STUDENTS

Actions related to goal:

Facility	Mindfulness/Renewal Room
School Climate Improvement	Universal Meals

INTENTIONAL CULTURE OF CARE:

THE SCHOOL WILL PROMOTE THE COMPLETE EDUCATION, BOTH ACADEMICALLY AND SOCIALLY, TO ENSURE THE SUCCESS AND SAFETY OF ALL STUDENTS

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
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	Instances where facilities do not meet the "Good Repair" standard: 0
School attendance rate	94.3%	94.1% (months 1-9)	At or above 95%
Middle school dropout rate	0%	0%	0%
Local school climate survey (ASSC School Climate Assessment Instrument)	Overall School Climate: Staff: 4.27 Parents: 4.18 Students: 3.64	Overall School Climate: Staff: 3.54 Parents: 3.99 Students: 3.78	Overall School Climate: Staff: 4.27 Parents: 4.18 Students: 3.85

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.

Actions related to goal:

Accessible and Responsive Schools for Students with Exceptional Needs	Accessible and Responsive Schools for Unduplicated Pupils	Family and Community Engagement

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.

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Promote parental participation in programs	Full implementation in all areas	Full implementation in all areas	Full implementation in all areas
Chronic Absenteeism Rates	All: 27.8% SED: 33.6% White: 26.3% Hispanic: 34.8% Two or more races: 37.5%* SWD: 35.3%	All: 15.1% SED: 25.7% White: 16% Hispanic: 14.9% Two or more races: 10.7%* SWD: 22.6%	Less than 10% for all student subgroups

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.

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Pupil Suspension Rates	All: 1.9% SED: 3.5% White: 2.3% Hispanic: 1.5% Two or more races: 0%* SWD: 5.7%	All: 0.9% SED: 1.8% White: 0.5% Hispanic: 1.5% Two or more races: 0%* SWD: 1.9%	Maintain 1% or lower for all student groups
Pupil Expulsion Rates	0%	0%	Maintain 0%

FEEDBACK FROM EDUCATIONAL PARTNERS

- Climate Survey

- Advisory meetings for student subgroups

- LCAP Feedback Survey

- The public has the opportunity to submit written comments on specific actions and expenditures proposed in each school's LCAP (draft provided in board packet) before the vote to adopt the 25-26 LCAP on June 4, 2025, by emailing Jennifer Hoover jhoover@goldenvalleycharter.org.

QUESTION & ANSWER

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 2025-26

General Information

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

Golden 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 wedo 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- 2.02% • Low income- 24.9% • Students with Disabilities- 15.5% • White- 67.34 • Hispanic-19.19% • Asian- 0.67% • Filipino- 0.33% •Multiple- 11.11% • Not Reported- 1.68%

Reflections: Annual Performance

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

Academic Performance: English Language Arts (ELA)- the school maintained performance (19 points below standard). Socioeconomically disadvantaged student group declined 14.7 points (41.2 points below standard). White student group declined 9.8 points (26.3 points below standard). Hispanic student group increased 11.8 points (8.8 points below standard). Two or more races student group was newly reported in 2024, as the group had fewer than 11 students in previous years. This group performed at 10.4 points below standard. Students with disabilities student group maintained performance (65.9 points below standard). Mathematics- the school saw an increase of 11.6 points in performance (59.9 points below standard). Socioeconomically disadvantaged student group declined 7.2 points (88.6 points below standard). White student group increased 6.3 points (61.9 points below standard). Hispanic student group increased 4 points (76.2 points below standard). Two or more races student group was newly reported in 2024, as the

group had fewer than 11 students in previous years. This group performed at 37.8 points below standard. Students with disabilities student group increased 28 points (122.7 points below standard). Implementation of Academic Standards-Full Implementation Academic Engagement: Chronic Absenteeism- 15.1% of students are chronically absent. This is a decline of 12.7% from the 2023 Dashboard. All student groups saw a decline in their chronic absenteeism rates (Low income declined 7.9%, hispanic declined 19.9%, white declined 16%, two or more races declined 26.8%, and student with disabilities declined 12.7%). Access to a Broad Course of Study- met Conditions & Climate Suspension Rate- the school saw an declined 0.9% (0.9% of students suspended at least one day). Socioeconomically disadvantaged students declined 1.7% (1.8% of students suspended at least one day). White declined 1.9% (0.5% of students suspended at least one day). Students with disabilities declined 3.9% (1.9% of students suspended at least one day). Hispanic maintained performance (1.5% of students suspended at least one day). Two or more races maintained (0% of students suspended at least one day). Basics: Teachers, Instructional Materials, Facilities- met Parent & Family Engagement-met (full implementation) Local Climate Survey-met Informational Purposes Science- the school saw a decline of 5.3 points in performance (18.2 points below standard). Socioeconomically disadvantaged student group declined 16.6 points (26.5 points below standard). White student group declined 4.9 points (18.9 points below standard). Hispanic student group declined 9.3 points (17.7 points below standard). English Language Arts Growth- Students in the All Students group generally scored 12 points above the typical growth of students with similar test scores in the previous grade level. Hispanic, white, and socioeconomically disadvantaged student groups showed above typical growth. Students with disabilities group showed typical growth. Mathematics Growth- Students in the All Students group generally scored 1 point above the typical growth of students with similar test scores in the previous grade level and is considered making typical growth. Hispanic and white student groups showed typical growth. Socioeconomically disadvantaged and students with disabilities subgroups showed below typical growth.

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. Faculty & Staff	Faculty and staff were engaged in the following ways: School climate survey (February 2025), LCAP feedback survey (April 2025), and ongoing collaborative meetings.
2. Parents & Families	School Climate Survey; LCAP Feedback Survey
3. Students	School climate survey (grade 5-8)
4. Community Advisory Committee	CAC meetings (11/4/2024, 1/27/25, and 3/10/25), CAC LCAP feedback survey

5. Circles of Support Committee	Title I meeting 10/28/24
6. Leadership team	Weekly Leadership meetings
7. Board of Trustees	monthly meetings; mid-year update (2/12/25)

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

CAC suspension Intervention improvement (LCAP feedback survey and CAC meeting) Teacher professional development (LCAP feedback survey and CAC meeting) Faculty and staff feedback highlighted a need for ongoing training and support around academic and behavioral intervention and supports. GVOS incorporated this feedback into the LCAP in the actions for Goals 1 and 3. GVOS will participate in a year-long professional development series for Universal Design for Learning (UDL) to better support all students, both academically, socially, and behaviorally.

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 Assignment Monitoring Outcomes report)	89.3% of teachers are clear out of the 14.7 FTE teachers.	86.2% of teachers are clear out of the 14.5 FTE teachers.		85% of teachers or higher will be clear out of the FTE teachers.	The percentage of clear teachers decreased by 3.1% from the baseline.
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.		100% of students have access to standards aligned instructional materials.	Maintained 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.		Full Implementation in all areas	Maintained 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		Full Implementation	Maintained Full Implementation
5	Pupil Achievement on Statewide Assessments (ELA Academic	All students 16.9 points below standard; socioeconomically	All students 19 points below standard; socioeconomically		Each student group listed will score at or above the following distance	All students group scores maintained (-2.1 points); socioeconomically

	Indicator: Distance from Standard (DFS))	disadvantaged students 26.5 points below standard; white students 16.5 points below standard; hispanic students 20.6 below standard; students with disabilities 65.6 points below standard	disadvantaged students 41.2 points below standard; white students 26.3 points below standard; hispanic students 29.8 below standard; student with two or more races 10.4 points above standard; students with disabilities 65.9 points below standard.		from standard: All students 10 points below standard; socioeconomically disadvantaged students 20 points below standard; white students 13 points below standard; hispanic students 16 below standard; students with disabilities 60 points below standard.	disadvantaged students scores declined 14.7 points; white students scores declined 9.8 points; hispanic students scores increased 11.8 points; student with two or more races subgroup had fewer than 11 students in 2023 so no comparable data available; students with disabilities scores maintained (-0.3 points).
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.	All students 59.9 points below standard; socioeconomically disadvantaged students 88.6 points below standard; white students 61.9 points below standard; hispanic students 76.2 below standard; student with two or more races 37.8 points below standard; students with disabilities		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.	All students group scores increased 11.6 points; socioeconomically disadvantaged students scores declined 7.2 points; white students scores increased 6.3 points; hispanic students scores increased 4 points; student with two or more races subgroup had fewer than 11 students in 2023 so no comparable data available;

			122.7 points below standard.			students with disabilities scores increased 28 points.
7	Pupil Achievement on Statewide Assessments (CAST Percent Met/Exceeded)	27.17% students met or exceeded standard for science.	24.14% met or exceeded standard for science. Starting on the 2024 Dashboard, CAST scores are posted for schools (2024 for informational purposes only). The dashboard uses the distance from standard metric. For 2024 CAST scores GVRS performed as follows: All students 18.2 points below standard, hispanic students 17.7 points below standard, socioeconomically disadvantaged students 26.5 points below standard, and white 18.9 points below standard.		30% students met or exceeded standard for science.	The percentage of students that met or exceeded standards for science declined by 5.03% from baseline scores. Starting on the 2024 Dashboard, CAST scores are posted for schools (2024 for informational purposes only). The dashboard uses the distance from standard metric. For 2024 CAST scores GVRS performed as follows: All students declined 5.3 points, hispanic students increased 9.3 points, socioeconomically disadvantaged students declined 16.6 points, and white students declined 4.9 point from baseline scores.

8	A broad course of study including courses described under EC Sections 51210 and 51220 as applicable (Local Indicator Priority 7 Self-Reflection Tool)	In 2022-23, all students had access to a broad course of study that included all subject areas.	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.	Maintained baseline of all students having access to a broad course of study that included all subject areas.
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.	57.2% of students in grade 3-8 are at or above grade level on the aReading assessment.		63% of students at or above grade level on the Fastbridge aReading assessment.	The percentage of students in grade 3-8 are at or above grade level on the aReading assessment decreased by 4.3%
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.	53.7% of students in grade 4-8 are at or above grade level on the AUTOread assessment.		57% of students at or above grade level on the Fastbridge AUTOreading assessment.	The percent of students in grade 4-8 are at or above grade level on the AUTOread assessment declined by 2.1%.
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.	47.9% of students in grade 3-8 are at or above grade level on the aMath assessment.		51% of students at or above grade level on the Fastbridge aMath assessment.	The percent of students in grade 3-8 are at or above grade level on the aMath assessment was maintained.
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.	68.9% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment.		57% of students at or above grade level on the Fastbridge CBM Math Automaticity assessment.	The percent of students in grade 3-8 are at or above grade level on the Math Automaticity assessment increased by 13.9%.

Goal Analysis for 2025-26

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 the 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 school spent less on the specialty program due to fewer staff to provide services, and employed staff were newly hired and lower on the salary schedule. The school did provide more enrichment offerings in ELO-P to supplement what was not in specialty program. SPED costs increased substantially due to staffing shortages and having to rely on contractors to provided the mandated SPED services. Class Teachers-more experienced staff were hired (higher on pay scale). Increased by one additional class and had the additional personnel expenses for an additional teacher on staff. Increased cost to employer for benefits. Cost of materials increased due to the addition of one additional class. PD was less because fewer teachers participated in the Waldorf training than what was expected.

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

Overall the actions were effective in making progress toward the Developmentally Appropriate Education goal. Math and ELA-IXL would expect to see the improvement on the 2025 Dashboard.

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.

Universal Design for Learning year-long PD to continue to improve upon student academic growth and achievement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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 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.	$9,619.00	Yes
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	$109,619.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that there are research-based materials and technology needed to perform interventions that meet the needs of all students.		
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, and strategies for integrated ELD instruction.	$45,000.00	Yes
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	$117,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials needed for all enrichment opportunities.		
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 #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 #	Title	Description	Total Funds	Contributing
Action #12	Classroom Materials	All classroom materials will be provided for all students.	$32,500.00	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		Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0	Maintained baseline level of no instances where facilities did not meet the "Good Repair" standard.
2	School Attendance Rate (Local: Aeries-SIS)	94.3%	94.1% (attendance months 1-9)		>95%	The attendance rate decreased by

						0.2% from baseline.
3	Middle School Dropout Rate (CALPADS)	0%	0%		Maintain 0%	Maintained a dropout rate of 0%
4	Local School Climate Survey (ASSC School Climate Assessment Instrument)	Overall School Climate: 4.27 (staff); 4.18 (parents); 3.64 (students)	Overall School Climate: 3.54 (staff); 3.99 (parents); 3.78 (students)		Overall: 4.27(staff); 4.18(parents); 3.85(students)	Staff school climate scores decreased by 0.73 points; parents scores decreased by 0.19 points; and student scores increased 0.14.

Goal Analysis for 2025-26

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 the 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.

Renewal Room, less personnel expenses and materials than planned. Extra hours not provided.

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

All actions were effective in making progress towards the Intentional Culture of Care goal. School climate data and focus has lead to an emphasis on improving trust in leadership and developing a cohesive vision for the school.

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.

Based on the most recent School Climate survey results, GVRS will focus its efforts on strengthening the leadership of the school and to foster unified adherence to GVCS mission, vision, and values so that all staff, students, and families feel safe and supported.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$50,000.00	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 Behavioral Interventions and Supports, and social-emotional learning).	$2,000.00	Yes
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 |

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)	Full Implementation in all areas	Full Implementation in all areas		Full Implementation in all areas	Maintained Full Implementation in all areas from baseline.
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%	All: 15.1% Socioeconomically Disadvantaged: 25.7% White: 16% Hispanic: 14.9% Two or more races: 10.7% Students with Disabilities: 22.6%		10% or less for all student groups	All: declined 12.7% Socioeconomically Disadvantaged: declined 7.9% White: declined 10.3% Hispanic: declined 19.9% Two or more races: declined 26.8% Students with

						Disabilities: declined 12.7%
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%	All Students: 0.9% Socioeconomically Disadvantaged: 1.8% Students with Disabilities: 1.9% Hispanic: 1.5% White: 0.5% Two or More Races: 0%		Maintain 1% or lower	All Students: declined 1% Socioeconomically Disadvantaged: declined 1.7% Students with Disabilities: declined 3.8% Hispanic: Maintained White: declined 1.8% Two or More Races: maintained 0%
4	Pupil Expulsion Rates (DataQuest Expulsion Rate)	0%	0%		Maintain 0%	GVRS maintained an expulsion rate of 0% from the baseline year.

Goal Analysis for 2025-26

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 the 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 family engagement opportunity events this year did not have any costs to the school and therefore the expenditures were much less than planned. The planned expenditures for Action 1 and 2 were mistakenly entered as double what they should have been. These will be half as much in the 25-26 LCAP Goal 3.

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

All three actions were very effective in making progress towards meetings metric targets for the Vibrant Learning Community goal. Student suspension rates and chronic absenteeism rates had declines for all student groups. This can be attributed to community engagement efforts by the schools. The Community Advisory Committee and Circles of Support group had focused looking at what the school can do further to improve suspension rates and chronic absenteeism rates for student with disabilities and other student groups.

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 school will continue it's efforts with working with community to identify areas of need for student groups and collaborate on methods to improve upon these identified needs. Based on feedback during the 24-25 school year, the school will implement a year-long staff training on Universal Design for Learning (UDL) to help better meet the academic, social, and behavioral needs for all 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.

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.	$43,930.00	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).	$43,930.00	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	$16,391.00	Yes

Action #	Title	Description	Total Funds	Contributing
		information to families on how to support the efforts of the 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
$230,346.00	$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
6.51%	0.00%	$0.00	6.51%

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 and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 1, Goal 1 Action 2, Goal 1 Action 3, Goal 1 Action 5, Goal 1 Action 6, Goal 1 Action 7, Goal 1 Action 8, Goal 1 Action 9, Goal 1 Action 10, Goal 1 Action 11, Goal 1 Action 12	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 "orange"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.	The actions related to accelerating academic achievement will prioritizes SED students when implementing interventions, planning professional 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.	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.
Goal 2 Action 3, Goal 2 Action 4, Goal 3 Action 1, Goal 3 Action 3	SED students are showing higher rates of chronic absenteeism and historically have had higher rates of suspension.	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	Having staff trained on the assessment and identification of EL	ELA and mathematics indicator on Dashboard, and local assessment

	monitor the progress of identified EL students to ensure academic achievement and success in the instructional program.	students will collaborate with class teachers to ensure effective instructional strategies and interventions are being provided to EL students.	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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	14.5 to 1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	15 to 1	N/A

2025-26 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 %)
2025-26	$3,537,183.00	$230,346.00	6.51%	0.00%	6.51%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$2,620,878.00	$288,634.00	$0.00	$35,016.00	$2,944,528.00	$1,678,794.00	$1,265,734.00

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	$32,500.00	$32,500.00	$0.00	$0.00	$0.00	$32,500.00	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	$45,000.00	$5,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0.00%
2	3	$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	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	$43,930.00	$0.00	$43,930.00	$0.00	$0.00	$0.00	$43,930.00	0.00%
3	2	$43,930.00	$0.00	$43,930.00	$0.00	$0.00	$0.00	$43,930.00	0.00%
3	3	$0.00	$16,391.00	$16,391.00	$0.00	$0.00	$0.00	$16,391.00	0.00%

2025-26 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)
$3,537,183.00	$230,346.00	6.51%	0.00%	6.51%	$2,620,878.00	0.00%	74.10%

Totals by Type	Total LCFF Funds
Total:	$2,620,878.00
LEA-wide Total:	$2,531,948.00
Limited Total:	$88,930.00
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	$2,000.00	0.00%
3	2	Accessible and Responsive Schools for	Yes	Limited	Low Income	All Schools	$43,930.00	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	$16,391.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$3,083,787.00	$3,479,628.33

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	Math	Yes	$9,619.00	$2,193.71
1	2	English Language Arts	Yes	$9,619.00	$2,462.27
1	3	Intervention	Yes	$109,619.00	$50,980.20
1	4	Academic Supports for EL Students	Yes	$45,000.00	$45,599.21
1	5	Title I Supports	Yes	$0.00	$0.00
1	6	Enrichment Opportunities	Yes	$117,402.00	$246,930.35
1	7	Professional Development	Yes	$23,400.00	$26,867.45
1	8	Specialty Classes	No	$242,855.00	$218,992.49

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	9	Central Office System Supports for Continuous Improvement	No	$484,728.00	$503,133.35
1	10	Supports and Services for Students with Exceptional Needs	Yes	$320,272.00	$502,840.80
1	11	Class Teachers	Yes	$900,000.00	$1,174,291.20
1	12	Classroom Materials	No	$65,000.00	$55,249.08
2	1	Facility	No	$323,263.00	$323,263.00
2	2	Renewal Room	No	$62,500.00	$51,556.38
2	3	School Climate Improvement	Yes	$3,500.00	$1,530.60
2	4	Universal Meals	Yes	$170,000.00	$164,060.55
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	Yes	$87,860.00	$44,457.29
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	$87,860.00	$44,457.33
3	3	Family and Community Engagement	Yes	$21,290.00	$20,763.07

2024-25 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	$1,624,646.00	$2,095,611.25	($470,965.25)	51.20%	66.02%	14.82%

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)
1	1	Math	Yes	$0.00	$0.00	0.00%	0.00%
1	2	English Language Arts	Yes	$0.00	$0.00	0.00%	0.00%
1	3	Intervention	Yes	$73,019.00	$48,770.40	2.30%	1.54%
1	4	Academic Supports for EL Students	Yes	$45,000.00	$45,599.21	1.42%	1.43%
1	5	Title I Supports	Yes	$0.00	$0.00	0.00%	0.00%
1	6	Enrichment Opportunities	Yes	$117,402.00	$246,930.35	3.70%	7.78%
1	7	Professional Development	Yes	$17,241.00	$20,708.45	0.54%	0.65%

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)
1	10	Supports and Services for Students with Exceptional Needs	Yes	$160,000.00	$342,568.80	5.04%	10.79%
1	11	Class Teachers	Yes	$841,474.00	$1,115,765.20	26.52%	35.16%
2	3	School Climate Improvement	Yes	$3,500.00	$1,530.60	0.11%	0.05%
2	4	Universal Meals	Yes	$170,000.00	$164,060.55	5.36%	5.17%
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	Yes	$87,860.00	$44,457.29	2.77%	1.40%
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	$87,860.00	$44,457.33	2.77%	1.40%
3	3	Family and Community Engagement	Yes	$21,290.00	$20,763.07	0.67%	0.65%

2024-25 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%	$2,095,611.25	66.02%	134.79%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

- o Include a discussion of relevant challenges and successes experienced with the implementation process.

- o 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.

  - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - o 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.

  - o 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.

  - o 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).
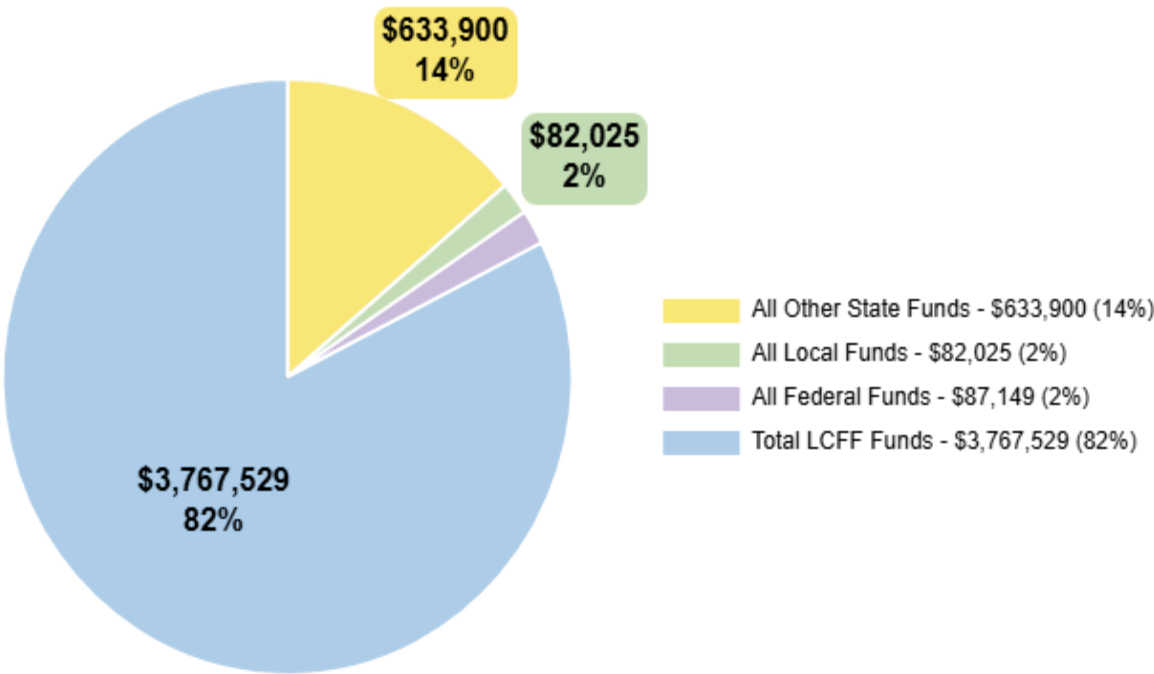
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley River
CDS Code: 34674470114983
School Year: 2025-26
LEA Contact Information: Caleb Buckley | 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 2025-26 School Year
Projected Revenue by Fund Source

Pie chart legend:
- All Other State Funds - $633,900 (14%)
- All Local Funds - $82,025 (2%)
- All Federal Funds - $87,149 (2%)
- Total LCFF Funds - $3,767,529 (82%)

Source	Funds	Percentage
All Other State Funds	$633,900	14%
All Local Funds	$82,025	2%

Source	Funds	Percentage
All Federal Funds	$87,149	2%
Total LCFF Funds	$3,767,529	82%

Breakdown of Total LCFF Funds

LCFF S/C Grants - $230,346 (5%)
All Other LCFF Funds - $3,537,183 (77%)
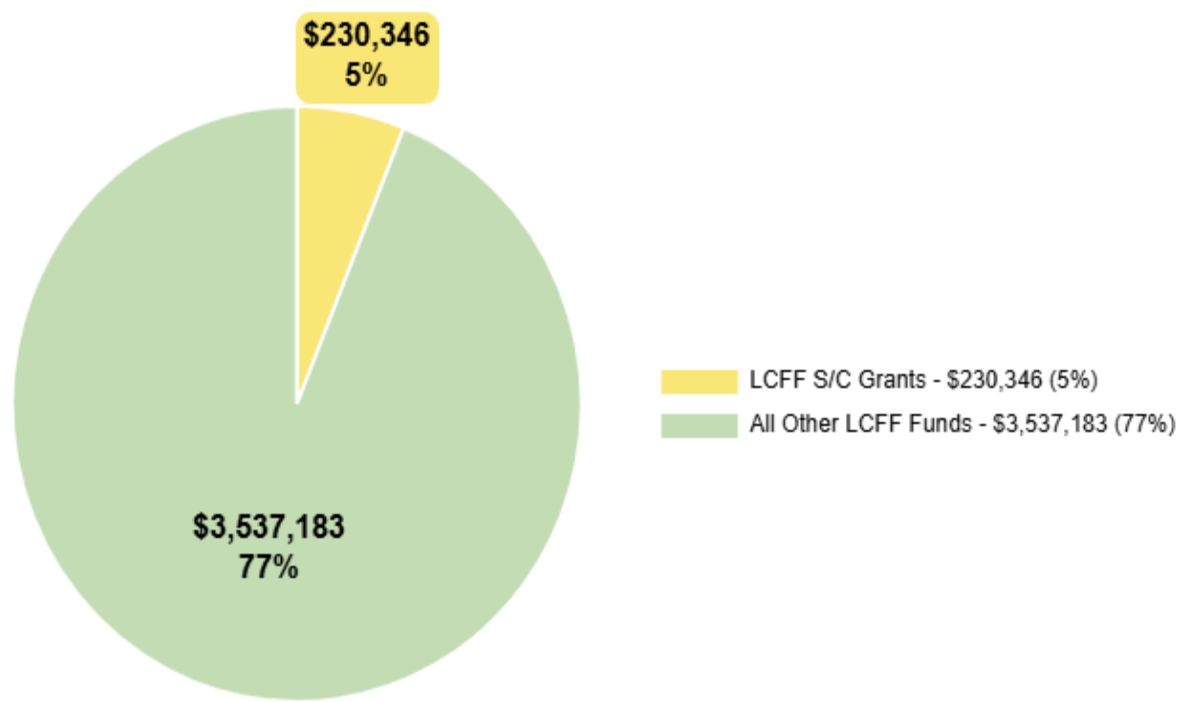
Source	Funds	Percentage
LCFF S/C Grants	$230,346	5%
All Other LCFF Funds	$3,537,183	77%

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 $4,570,603, of which $3,767,529 is Local Control Funding Formula (LCFF), $633,900 is other state funds, $82,025 is local funds, and $87,149 is federal funds. Of the $3,767,529 in LCFF Funds, $230,346 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
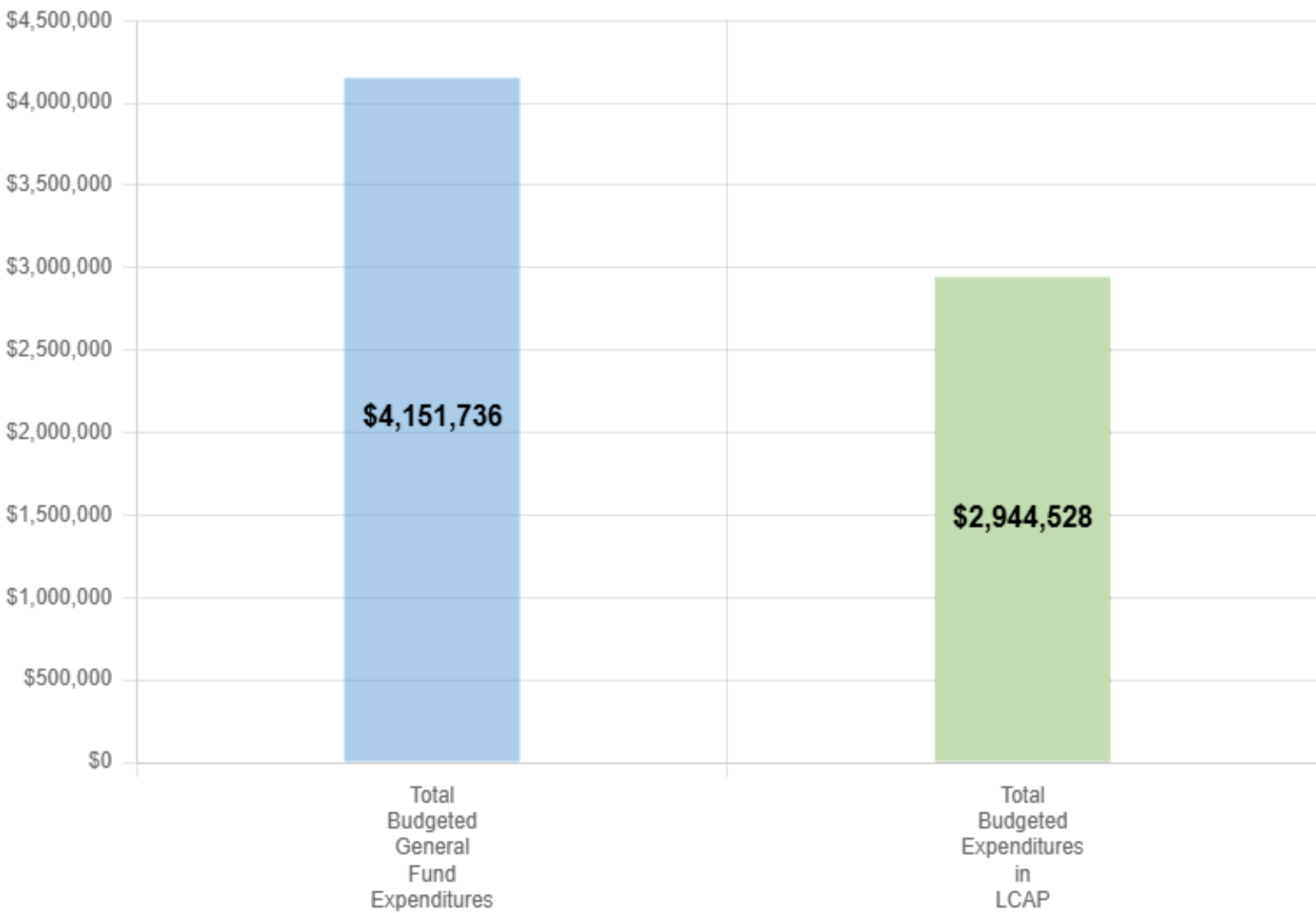
This chart provides a quick summary of how much Golden Valley River plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

Golden Valley River plans to spend $4,151,736 for the 2025-26 school year. Of that amount, $2,944,528 is tied to actions/services in the LCAP and $1,207,208 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 2025-26 School Year

In 2025-26, Golden Valley River is projecting it will receive $230,346 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 $2,713,637 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students
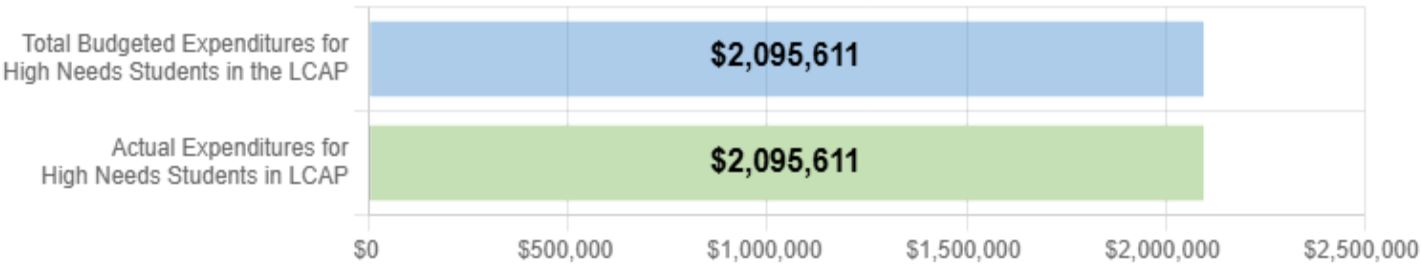
This chart compares what Golden Valley River budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Valley River estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2024-25, Golden Valley River's LCAP budgeted $2,095,611 for planned actions to increase or improve services for high needs students. Golden Valley River actually spent $2,095,611 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $0 had the following impact on Golden Valley River's ability to increase or improve services for high needs students:

Date: Sunday, May 4, 2025

To: F.J. "Harvey" Oaxaca, Ed.D.
Assistant Superintendent, Educational Services
San Juan Unified School District

From: Caleb Buckley, Ed.D.
Executive Director
Golden Valley Charter Schools

Re: Golden Valley Orchard School Charter Petition

Response to Summary of Findings by SJUSD

Golden Valley Orchard School ("GVOS") acknowledges the San Juan Unified School District's ("SJUSD" or "the District") recommendation for charter renewal. However, GVOS respectfully contests the District's proposed three-year term. Pursuant to California Education Code ("Ed. Code") § 47607 and § 47607.2(b), GVOS qualifies for a five-year renewal under the criteria applicable to "middle performing" charter schools.

It appears that district administration is incorrectly viewing the charter petition as if it were a new school. However, Golden Valley Charter School was first authorized in 1999 and this site of the Orchard School was given a new charter number by SJUSD in 2014 and was renewed again in 2016. To say that the school is unlikely to implement its educational program is not consistent with the history of the school, which has withstood both a recession and a pandemic.

Under Ed. Code § 47607.2(b), the authorizing entity may deny a five-year renewal only if one or more of the following findings is substantiated:

1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils;
2. Closure of the charter school is in the best interest of pupils;
3. The decision to deny renewal gives greater weight to academic performance;
4. The charter school is demonstrably unlikely to successfully implement the petition due to substantial fiscal or governance factors (Ed. Code § 47607(e)); or
5. The charter school fails to serve all pupils wishing to attend.

Additionally, a renewal may only be denied if:

- The proposed corrective action has proven unsuccessful; and
- The violations are sufficiently severe and pervasive to render a corrective action plan unviable.

The District issued a Notice of Concern on March 14, 2025, identifying fiscal issues and requiring GVOS to submit a corrective action plan within 30 days. GVOS timely responded by April 14, 2025, and the District's April 22, 2025 "Findings of Fact and Recommendations Regarding Charter Petition Renewal" acknowledged the following:

- A revised financial plan demonstrating progress toward meeting reserve obligations;
- A recalibration of ADA projections to a more conservative 93%;
- Evidence of efforts to resolve due process cost-sharing and coordination with the District's accounts payable department.

Notably, the initial March 14, 2025 Notice of Concern did not identify the following issues, which were subsequently raised in the District's Summary of Findings:

1. **Alleged Unsound Educational Program:** The District alleges noncompliance with independent study requirements under Ed. Code § 47612.5(b), staffing ratios under § 51745.6(a), and oversight standards under § 51747.5(a)-(b).
2. **Lack of Affirmations:** The District asserts the petition is deficient under Ed. Code § 47605(e) and § 47605(c)(4), alleging failure to affirm required nondiscrimination assurances and Brown Act compliance.
3. **Insufficient Descriptions of Required Elements:** The District claims GVOS did not provide reasonably comprehensive descriptions of the 15 required charter elements under Ed. Code § 47605(b)(5), particularly regarding special education, fiscal oversight, and governance.
4. **Failure to Declare Exclusive Public Employer Status:** The District alleges GVOS did not affirm its status as the exclusive public employer under Gov. Code § 3540.1 and Ed. Code § 47605(c)(6).

GVOS was not afforded prior notice or an opportunity to address these new allegations before the District issued its Findings. GVOS responds to each allegation below.

Independent Study Compliance

GVOS maintains a Board-adopted Independent Study Policy compliant with Ed. Code §§ 51744–51749.6. Independent study is offered only in limited and emergent circumstances (e.g., public health emergencies) and does not exceed 10% of total enrollment.

Instruction is coordinated and evaluated by certificated personnel, and apportionment claims are based on time-value of pupil work products as judged by said personnel. GVOS maintains documentation of engagement, including gradebooks and assessment records, and adheres to applicable pupil-to-teacher ratios.

Supporting documentation:

- **Exhibit A:** Independent Study Policy
- **Exhibit B:** Written Agreement

Affirmations

The required affirmations pursuant to Ed. Code § 47605(e) were included on pages 5–6 of the charter petition. The governing board bylaws further demonstrate compliance with the Ralph M. Brown Act.

To address any perceived deficiencies, GVOS has included additional language under "Other Assurances" to reaffirm Brown Act compliance.

Supporting documentation:

- **Exhibit C**: Affirmation, Declarations, & Assurances (including new language)

Descriptions of Required Elements

Special Education

GVOS has submitted its Special Education Parent Toolkit and a parent communication letter outlining procedures for SST, Section 504, and special education services. GVOS actively participates in an advisory committee in collaboration with SJUSD staff.

Supporting documentation:

- **Exhibit D**: Special Education Parent Toolkit

- **Exhibit E**: Parent Letter

Fiscal Oversight

GVOS submits all required financial documents, including annual audits, unaudited actuals, and multi-year projections, in a timely manner. The charter school uses a state licensed auditing firm. It appears some of our fiscal reporting, which comes from our contractor, Charter School Management Corp. (CSMC), has been directed to the junk email folder of the district. I am to understand that SJUSD has now corrected this problem and all of our fiscal attachments are now being received and prior ones have been verified.

Governance Procedures

The governance structure and board bylaws were included in the original charter petition. GVOS has further amended its Affirmations to clarify Brown Act adherence.

Without specific feedback from SJUSD on the alleged insufficiencies, GVOS cannot address or correct the stated deficiencies. Clarification is respectfully requested.

Exclusive Public Employer Declaration

GVOS declared its exclusive public employer status on page 6 of the charter petition, as required under Ed. Code §§ 47611.5(b) and 47605(c)(6).

Supporting documentation:

- **Exhibit C**: Affirmation, Declarations, & Assurances

Additional Observations

GVOS notes that SJUSD's communication log includes emails pertaining to Golden Valley River School, a separate LEA. These should not be considered in evaluating GVOS's petition.

Additionally, communications sent on behalf of GVOS were, without fault of GVOS, misdirected to junk email folders. This issue was only identified after the response deadline.

Finally, during the February 25, 2025 public hearing, GVOS presented information regarding recent growth data from the California Schools Dashboard. Additional information is provided as stated during the presentation.

Supporting documentation:

- **Exhibit F**: GVOS Growth Scores

Conclusion

GVOS respectfully maintains that a five-year charter renewal is warranted based on the following:

- The District has recommended renewal;

- GVOS qualifies as a "middle-performing" school under Ed. Code § 47607;

- The school has achieved measurable academic progress;

- Fiscal concerns raised by the District have been adequately addressed;

- No valid findings justify deviation from the presumptive five-year renewal term.

GVOS remains committed to cooperating with SJUSD to resolve any outstanding concerns and requests a five-year charter renewal in accordance with applicable law.

Exhibit List

- Exhibit A: Independent Study Policy
- Exhibit B: Independent Study Written Agreement
- Exhibit C: Affirmation, Declarations, & Assurances
- Exhibit D: Special Education Parent Toolkit
- Exhibit E: Parent Letter (SSTs, Section 504, and Special Education)
- Exhibit F: GVOS Growth Scores

Orchard School Board Report, May
By Jennifer Evans, Faculty Chair

It is amazing what one phone call can do. Being able to collaborate with River's Faculty Chair, Tavia, has helped solidify a united front to help represent the faculty and staff at both campuses. This is what we here at Orchard have been seeking and are so grateful to have a seat at the table. Thank you, Tavia, for your help and contributions to our collaborative efforts.

Our May Day was a wonderful, sunny day with perfect weather. It was a welcome change from last year. The families stayed and enjoyed the picnic and vendor booths. Our Palm Tree class did a great job pulling off another year of May Day.

The last few weeks of school have all of us completing our final blocks, writing student portraits, asking, "are there yet?", and wrapping up our end of year activities. The closing of one year and the beginning of another is on everyone's mind.

Palm tree is holding their 8th grade presentations, finishing their final block of History, and preparing for Internal Graduation and their school graduation. It is a packed last few weeks and we are all so proud of Mrs. Grutzmacher and the Palm Tree class for completing a challenging year. The 4th grade Baobab Tree class wishes the Palm Tree class all the best as they transition into high school and hope to see them in the near future. It has been so uplifting to see our buddy class complete their final tasks before moving on. We will always remember our buddy class, Palm Tree.

River School Board Report, May
By Tavia Pagan, Faculty Chair

A drizzly-turned-misty morning greeted the River School community for our May Festival & Picnic on the last Saturday of April. A smaller group of volunteers set up for the day, bringing simplicity and beauty with their joyful service. The number of families who donned raincoats or umbrellas to watch the procession and dance was noticeably smaller as well. Even so, the 6th and 7th grade classes were very successful with their efforts to make and sell homemade strawberry shortcake and lemonade. Parents reached out to me after the event to share that the rain made the event feel even more magical and memorable.

The countdown to the last day of school has begun! We are all holding on to one another as the end rushes near. The Student Council, led by the enthusiastic and creative Ms. Parker, is supporting us all with fun activities planned for the last weeks of school. They brought joy to the teachers at the beginning of Teacher Appreciation Week, by placing signs of gratitude on each of our doors. I was brought to tears with sweet, thoughtful messages from both past and future students. One of my current students wondered why he wasn't invited to add to the sign! We're all getting a little sassy this Spring, as is always expected.

The 8th grade students are on their final trip together as I write these words. As a kindergarten teacher, it is an extra-special time of year as I watch six of my Lemon Blossoms complete their journey here at Golden Valley. Mrs. Bosque, Miss Lynn, and I were delighted to host the whole 8th grade class for an afternoon back in kindergarten, baking and eating bread and sharing a story around the round red rug. We are so proud of all they have accomplished and contributed to Golden Valley and look forward to honoring them at their graduation ceremony on Friday, May 30th at 7:00. The 7th grade families are planning a memorable reception to follow the ceremony.

May 2025

This month, our school communities are enjoying beautiful weather and feeling the excitement for the upcoming end of the school year. As we all watched the 8th graders dance around the Maypole showcase their accomplishments and their commitments to overcoming challenges, creating an interwoven pattern of success. We continued to strive for maximum student attendance as an important part of our school community's school financial outcome. However if they show any signs of illness please keep them home until they are well. Although the weather is beautiful it is also finicky, we are looking forward to end-of-year community events, including the annual picnic's, field day, and the 8th grade commencement. These events celebrate the growth, renewal, and inspiration found within ourselves and our community.

We would like to inform all community members about upcoming Assembly Bill 84. This state assembly bill will mandate significant changes to charter school financial stability, future charter growth, and current charter law changes. AB 84 proposes to cut funding for charter public schools by more than $210 million dollars, if passed. These changes will be costly and burdensome, representing an overreach of state involvement in charter schools across California.

The current California charter law is designed to empower educators, expand educational opportunities, and choices for families that foster innovation within the public school system. The intention of the California State Legislature to support charter schools was to allow them to operate independently from school districts, however, Assembly Bill 84 does the complete opposite. This bill will impose excessive restrictions on charter growth, cut non-classroom-based charter funding by up to 30%, prioritize bureaucratic compliance, and undermine the independence of charter school districts. Your opposition is crucial, and we hope that all community members and families will email their legislators to urge them to vote against AB 84. The following link provides a way to oppose AB 84 if you so choose:

https://oneclickpolitics.global.ssl.fastly.net/messages/edit?promo_id=23664&utm_campaign=Capitol%20Update&utm_medium=email&_hsenc=p2ANqtz-8k2MOSikbJXBbg-BFnjdpPlzSQ-dFYbTo8FIxla9cTxIvyw0gnotKfzKaB7gbBSwupVE63eJtIS-sWFzqzGlPmY4TpGMF-Q6WDutrIcTXR3nVt3Nc&_hsmi=355163875&utm_content=355163875&utm_source=hs_email

We are continuously recruiting a robust Board of highly qualified community members. The Board will be actively reaching out to those community members who are interested and well-equipped for Board service. Since the qualification and preparation process for Board members can take many months, it is important for the Board to continuously recruit and network, bringing new members into this process throughout the year. For training, support, and organizational purposes please contact the Board Chair at bot@gvcharter.org

As the end of the year approaches, if you are able to please contribute to our Annual Giving Campaign help us to reach our goal of $100,000 for each campus. If you are unable to contribute financially, there are other ways to participate in your school community by volunteering. If you are interested in volunteering opportunities please contact your child's classroom teacher, participation in Golden Valley Education Fund (GVEF), or parent circle. Contact information below

- Classroom: See your class Teacher
- Diversity, Equity and Inclusion (DEI): diversity@gvcharter.org
- Golden Valley Education Fund (GVEF): gvef@gvcharter.org
-Parent Circle (PC) Orchard and River: pc_orchard@gvcharter.org

Kindly,
Katie Gerski-Keller
Board of Trustees, Chair
Golden Valley Charter School
Meredith Willsen
Board of Trustees, Vic Chair
Golden Valley Charter School

EXECUTIVE DIRECTOR REPORT

Submitted by Caleb Buckley, EdD

May 14, 2025

K-8 Tu i F ublic Waldorf Schools

The night preceding this board meeting, the district will decide the fate of the Orchard School charter renewal. Golden Valley will argue that the school deserves the full 5 year renewal term. Over the past few months, Golden Valley has been cutting its budget to create better cash flow and projected surpluses to give the district more confidence that we can pay our bills into the future. Charter Schools don't have the resources that district have – we don't get developer fees to build sites, we have to pay rent – we don't have the power to tax local residence and businesses, we wait for the state to fund our attendance rates – we can't claim attendance for a prior year if our enrollment goes down, we only get funded on who is enrolled now. And yet many districts could never survive if they were held to the same standard as charter schools: Every teacher needs a credential and separate curriculum training, budgets must include a 5 year projection of how much money the school expects on a monthly basis, test scores must outperform the state averages, and many more.

Waldorf education is proudly inefficient financially – we have 70 regular employees working with students and we give out supplies for free and spend generously on professional development, field trips, and events. Through an army of volunteer parents, we provide plays, overnight trips, reading groups, festivals, art shows, cooking classes, dragons, medieval games, sports, gardening, and more.

When each 8th grader receives a rose on the last day of school from their 1st grade buddy, they are completing a 10 year journey at Golden Valley that is priceless. So Bravo, to you, Golden Valley, for being one-of-a-kind and fighting to thrive in an uncertain environment. The community we have created on a shoe string budget is magical to all those who participate. We should have cause to celebrate when the board meeting is over.

<u>Accountability & Compliance</u>

AB 84 passed out of Assembly Education committee on a party line vote (7 ayes, 2 nays) this week and no heads to the Assembly Appropriation Committee. This bill significantly increases authorizer oversight fees, imposes significant state funding reductions on our flex-based schools, and has many other negative policy changes on charter schools, passed out of Assembly Education committee with minor committee amendments. Meanwhile, the alternative to AB 84, SB 414, cleared the Senate Committee with strong bipartisan support. AB 414 provides some new safeguards for charters from excessive litigation costs. Finally, AB 1493 (Avila-Farias), our CCSA-sponsored bill that would have extended the use of Verified Data, failed passage in the Assembly Education committee. Charter schools should plan for their renewals under the assumption that the use of Verified Data will sunset as per the deadlines in existing law, starting on July 1, 2025 for low-track schools and January 1, 2026 for all schools.

The schools are completing the LCAP process currently, reflecting on the last year and looking to next year on ways to continue ensuring annual goals are met. The public has access to the draft LCAP in the May 14, 2025, board packet and can make comments or give feedback to the schools through May 29, 2025, by emailing jhoover@goldenvalleycharter.org. The vote to adopt the 2025-26 LCAP will take place at the June 4, 2025, board meeting.

ORCHARD – We are proud to celebrate Orchard teachers Mrs. Doyon, Mr. Flexman, Mrs. Oi – and Ms. Parker from River School – for completing their Antioch Waldorf Teacher Training this spring. Their commitment to deepening their understanding of Waldorf education strengthens our faculty and enriches the classroom experience for all of our students. We are deeply grateful for their dedication to lifelong learning and the children they serve.
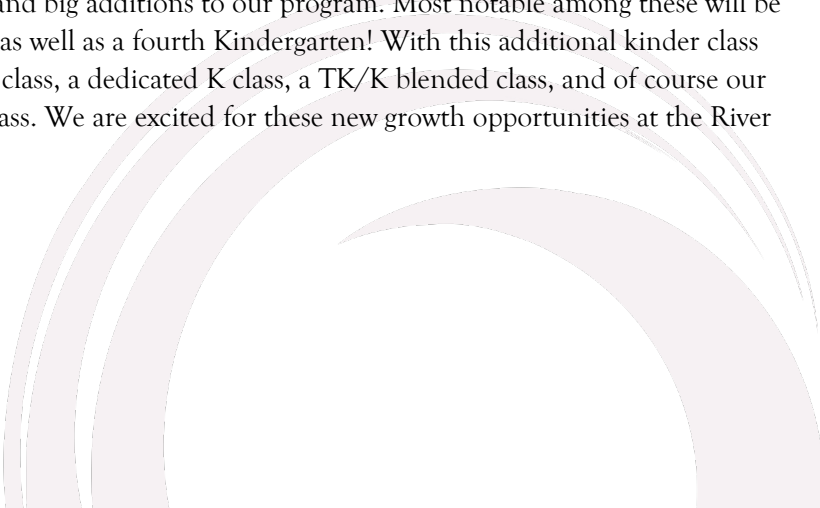
This spring, we also hosted a joyful and well-attended Volunteer and Donor Tea to honor the many parents, grandparents, friends, and community members who so generously give their time, talent, and treasures. The morning was a beautiful reminder of the strength, generosity, and heart that make our school community truly special.

We recently came together for our annual May Festival, a cherished Waldorf tradition filled with music, dance, and seasonal joy. It was wonderful to see students, families, faculty, and friends gathered in celebration, and to watch our 8th graders shine as they performed their maypole dance – a highlight of the event.

As we approach the end of the school year, we are especially proud to recognize our 8th grade class. These students have demonstrated resilience, creativity, and leadership throughout their time with us, and we look forward to honoring their achievements at graduation. They carry forward the values and skills they have cultivated here, and we are confident they will continue to thrive in the next chapter of their journeys.

This spring has been a season marked by growth, gratitude, and connection. Through faculty accomplishments, vibrant community events, student milestones, and the dedication of so many, we are reminded once again of the unique and flourishing community that makes our school so special. Thank you to everyone who continues to nurture and strengthen the heart of our school.

RIVER – With the finish line in sight, the River school leans into deeply held traditions that have helped mark milestones year after year. A couple weeks ago the Olive Tree 8th grade danced around the May pole. Even the light rain wasn't enough to dampen their spirits. Last week the same class embarked on their 8th grade trip for 5 days of camping, reveling in nature, and finding closure as their time together is soon coming to an end. As a school we have a great deal to look forward to in the summer and the coming school year. The River campus will serve as the site of our summer enrichment program where GV students can engage in a wide variety of arts, academic, and movement-based activities. And in the coming school year we are welcoming some new faces and big additions to our program. Most notable among these will be the addition of a second 1st grade class, as well as a fourth Kindergarten! With this additional kinder class we will now be offering a dedicated TK class, a dedicated K class, a TK/K blended class, and of course our Cherry Blossom Home Study Hybrid class. We are excited for these new growth opportunities at the River school!

Enrollment and Attendance – Orchard					
	2024-2025	ADA Month 9	Movement	*24/25 Budget Assumptions*	
TK	22	93%	0		
K	34	91%	0		
ABK	22	Tk 91%/K 95%	0		
OBK	22	Tk 96%/K 97%	0		
MBK	12	Tk 83%/K 90%	0		
1	39	93%	0		
2	44	97%	-1		
3	25	93%	0		
4	29	93%	0		
5	30	86%	0		
6	29	97%	0		
7	22	96%	0		
8	20	90%	0	*Enrollment*	*ADA*
Total	293	92%	0/01=293		

Enrollment and Attendance – River					
	2024-2025	ADA Month 9	Movement	*24/25 Budget Assumptions*	
TK	25	97%	0		
K	41	94%	0		
CBK	22	Tk 100%/K 100%	0		
LBK	22	Tk 99%/K 97%	0		
PBK	22	Tk 94%/K 91%	0		
1	32	93%	0		
2	28	95%	0		
3	27	95%	0		
4	30	97%	0		
5	30	92%	0		
6	27	97%	0		
7	19	97%	0		
8	24	95%	0		
HS 1	2	100%	0		
HS 2	4	100%	0		
HS 3	6	92%	0		
HS 4	2	100%	0	*Enrollment*	*ADA*
Total	297	Total: 95%	0/0=297		

Enrollment – Open Enrollment for the 2025-26 school year has closed and the Public Lottery was held on March 12, 2025. We held Parent Information Meetings at the GV Orchard and GV River School in April.

Outreach – Up to 32 local Waldorf-inspired and play-based preschools as well as our new, incoming families for the 2025-26 school year were invited to our GV Orchard and GV River School May Festivals. GVCS will have an outreach booth set up at the Orangevale Farmer's Market to showcase our student's artwork and promote ongoing enrollment for the 2025-26 school year.

Our 2025-26 Open Enrollment period closed on February 28, 2025. All applications received during the Open Enrollment period received qualifying priorities and were included in the Public Lottery that took place Wednesday, March 12, 2025, at 9:00 am at the GV River School. We will continue to accept new applications for the 2025-26 school year and make offers once a waitlist has been exhausted. New for the 2025-26 school year, children turning four years old by September 1, 2025, are eligible for Transitional Kindergarten.

New Parent Information Meetings will be held in June. Dates to be determined. We also have pre-recorded Parent Information Meetings available for prospective families.

Marketing, Communications, & Outreach

- Marketing & Outreach Focus: Communicating we are an established Charter School: 25th Anniversary Messaging
    o Posting Actively on social media to keep followers engaged
    o Current Gallery of Orchard School Upper Grades Student Art at SchoolsFirst Credit Union in Orangevale
    o An outreach booth with activity for two Thursdays in June at the Orangevale Farmers Market

- Communications
    o Time, Talent, and Treasure Campaign in each school newsletter.
    o Annual Report for the 2023 -2024 will be communicated by the end of May

Development

ANNUAL GIVING CAMPAIGN

- Targeted Group for Each school of Parents not donating on ParentSquare. Each communication sent results in a minor trickle of new donors. We have increased the percentage of both schools to exceed previous years.
- Earnie the Eagle has visited seven classes. Top percentage class for each school was awarded this month. Madrona for Orchard with 76% and Cherry & Lemon Blossom at River School with 96% participation.

<u>FUNDRASING with GVEF</u>

- GVEF Meeting
    - GVEF needs to onboard more board members and has planned a mixer on 5/21
    - Next Fundraiser is the Fireworks booth. There will be two this year. There will need to be many volunteers available to cover all shifts and make these fruitful fundraisers

SCHOOL	Donors/enrollment	YDT Received	Projected AGC Receivables	Goal
GVOS	168/294	$45,983		$100,000.00
GVRS	220/297	$76,003		$100,000.00
General Donation	n/a	$1,855		
TOTAL	**388/591**	**$123,841**	**$137,000**	$200,000.00