



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

May 13, 2026

Board Meeting Access Information

Date: Wednesday, May 13, 2026
Time: 5:00 p.m.
Primary Location: **Golden Valley Orchard, Room 19, 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 2026.05.13
Time: May 13, 2026 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/85845558228?pwd=5GXWBwxhycMRRrBJrX4RQ7GD9GFwje.1>

Meeting ID: 858 4555 8228

Passcode: 736708

One tap mobile

+16694449171,,85845558228#,,, *736708# US

Join instructions

<https://us02web.zoom.us/join/85845558228/invitations?signature=DKzDBaG9IOp7U-Jy8pORtdZ1cSZyph0jXL9dBJ3Ts8s>

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.

May 13, 2026

Regular Meeting Agenda

1. **Call to Order** – 5:00 p.m. *(K. Gerski-Keller)*
2. **Roll Call** – 5:00 p.m.
Board Members: Katie Gerski-Keller, Ekaterina Khmelniker, Stephen Quadro, Meredith Willsen, James Stark, Jessica Crew
3. **Board Member Exigencies and Remote Attendance** – 5:01 p.m. *(K. Gerski-Keller)*
Action: Shall the board approve any board members to participate in this board meeting from a remote location due to just cause exceptions per SB 707?
Information: Members must publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and if so, the general nature of the member's relationship with any such individuals; and ensure their meeting participation using both visual and audio technology.
4. **Flag Salute/Quote/Moment of Silence** – 5:05 p.m. *(K. Gerski-Keller)*
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. Speakers are asked to keep comments respectful and focused on issues, not individuals. Please refrain from using names or identifying information when referencing students, staff, or families. Comments about specific individuals—especially students—should be addressed privately through the appropriate administrative channels. Disclosing confidential student information during a public meeting may violate federal privacy laws (FERPA). Additionally, members of the public are reminded that slanderous, defamatory, or disruptive comments may result in legal liability or removal from the meeting. The Board does not respond to public comment but may refer matters to administration for review. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes. The board will receive in person comments first, remote location comments second, and Zoom comments third.
6. **Consent Agenda** – 5:21 p.m. *(K. Gerski-Keller)*
All items listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless a member of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Executive Director recommends approval of all Consent Agenda items.
Action: Shall the Board approve the following items by consent?
6.1 Shall the Board approve the April 15, 2026, Regular Meeting Minutes?

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6.2 Shall the Board approve the Proposition 28 Annual Report for Golden Valley Orchard School?

6.3 Shall the Board approve the Proposition 28 Annual Report for Golden Valley River School?

6.4 Shall the Board approve the Offer of Facilities for the 2026-2027 school year from San Juan Unified School District according to Proposition 39?

7. **GVOS Local Control Accountability Plan PUBLIC HEARING – 5:25 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).
8. **GVRs Local Control Accountability Plan PUBLIC HEARING – 5:40 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).
9. **Special Finance Committee Meeting – 6:00 p.m.** (J. Stark)
Discussion: The Board shall discuss the scheduling of a Special Finance Committee meeting to be held on May 18, 2026.
10. **Faculty Reports – 6:10 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)
11. **Executive Reports – 6:20 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, Jennifer Hoover, will present items of interest to the board.
12. **Recitation of the Motto of the Social Ethic – 6:30 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.
13. **Adjournment of the meeting – 6:31 p.m.** (K. Gerski-Keller)

April 15, 2026

Regular Meeting Minutes

1. **Chair Katie Gerski-Keller called the meeting to order at 5:00 p.m.**

2. **Roll Call –**

Board Members Present: Katie Gerski-Keller, Meredith Willsen, James Stark, Jessica Crew, Ekaterina Khmelniker (remote)

Board Members Absent: Stephen Quadro

Guests: Brittany Galles, Jennifer Hoover, Jessica Zwane, Becky Page, Tavia Pagan, Upekkha Evans, Nikki Freitas, Mindy Kiel, 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 just cause exceptions per SB 707?

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.

Ekaterina Khmelniker publicly disclosed that there were no other individuals present in the room at the remote location.

It was moved by Jessica Crew and seconded by Meredith Willsen that the Board approve Ekaterina Khmelniker to participate in this board meeting from a remote location due to just cause exceptions per SB 707.

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

4. **Jessica Crew read the Steadfastness Virtue Card.**

5. **Public Comment –**

Jessica Costa made a public comment regarding alignment between families, school leadership and the Board.

Alba Vieira Benito made a public comment regarding a group of Golden Valley Orchard School parents recognizing the Board's authority over budget and policy decisions.

Chair Katie Gerski-Keller closed public comment at 5:11 p.m.

6. **Board Member Resignation –**

It was moved by Jessica Crew and seconded by Meredith Willsen that the Board approve the resignation of Board Member James Stark effective April 9, 2026.

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

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7. Voting of a Community Member to the Board of Trustees –

It was moved by Meredith Willsen and seconded by Jessica Crew that the Board approve to appoint James Stark as a community member to the Board of Trustees.

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

8. Consent Agenda –

It was moved by James Stark and seconded by Jessica Crew that the Board approve the following items by consent:

8.1 The Board approved the revised Golden Valley Orchard School Safety Plan.

8.2 The Board approved the revised Golden Valley River School Safety Plan.

(Ayes: 5, Noes: 0, Abstain: 0)

9. Employee Handbook (Third Read) –

Nikki Frietas reviewed all revisions made from the second read of the Employee Handbook. Revisions from the second read included details on the workplace violence prevention plan, further clarity on using school phone lines for long distance phone calls, personal cell phones and texting, connecting to school Wi-Fi, references added from the Electronic Media Acceptable Use Agreement, and references in the appendix. Nikki also clarified that the San Juan Unified School District M&O office is responsible for giving authorization for allowing personnel on campus after hours.

It was moved by Meredith Willsen and seconded by James Stark that the Board approve the Employee Handbook for GVCS.

(Ayes: 5, Noes: 0, Abstain: 0)

10. Expanded Learning Opportunities (ELO) Program –

Jessica Zwane presented an Eagle's Nest Proposal including nonparticipation in the ELO program moving forward with the 2026-2027 school year for Golden Valley Charter Schools (GVCS). The proposal includes transitioning to a 10-month program aligned with the full instructional calendar. There will no longer be a summer component to Eagle's Nest, and this shift is intended to increase accessibility for families, provide continuity for students, and align Eagle's Nest more closely with the school's academic calendar and community needs. Eagle's Nest will move away from a lottery-based enrollment system. Instead, participation will be contract-based, allowing families to secure a guaranteed space for their child(ren) through enrollment agreements.

The proposed fee structure is as follows:

- \$150 per month for one student
- \$275 per month for two to three students
- \$325 per month for four or more students

In addition, a \$75 annual registration fee per student will apply to all enrolled participants. This fee will help fund snack and materials costs for the program.

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A reduced fee option will be available for families who demonstrate financial need. While tuition assistance will help ensure access, all participating families will contribute a monthly fee. Free participation will no longer be offered.

Jessica discussed the daily staffing structure to reflect as follows:

- 1 Site Supervisor: 9:30 AM – 6:00 PM
- 2 Program Assistants:
 - 11:30 AM – 5:00 PM
 - 12:00 PM – 5:30 PM

The proposed model will help avoid overspending at each site which has historically occurred in the past few school years. Eagle's Nest will utilize two spaces at each site – one kindergarten room and the MP room. Jessica explained program goals and benefits as well as pointing out that this new proposed model would not affect the morning early care from what it currently is now, this is not tied to ELO.

NOTE: attached to the Meeting Minutes is a full description of the Eagle's Nest Program Proposal for the 2026-2027 School Year provided by Jessica Zwane.

Moving forward, James would like a financial breakdown brought to the Finance Committee for bigger program movement such as this, to compare the old model to a new model and a comparison of similar schools for rate of care. Jennifer explained currently no other schools are declining ELO funds.

Katie made a comment that this model is more flexibility for the students.

Tavia commented that this model better aligns with Golden Valley's philosophy and not being so structured.

It was stated that the only full time benefitted positions will be the two leads at each site and they will be the personnel to stay until 6:00 p.m.

It was moved by Jessica Crew and seconded by Meredith Willsen to approve nonparticipation in the ELO Program moving forward with the 2026-2027 school year for GVCS.

(Ayes: 5, Noes: 0, Abstain: 0)

11. Minutes Approval –

It was moved by Jessica Crew and seconded by James Stark that the Board approve the March 11, 2026, Regular Meeting Minutes.

(Ayes: 4, Noes: 0, Abstain: 1, K. Gerski-Keller)

12. Governance Policies & Procedures (Third Read) –

Katie explained the format of the document will be adjusted once she converts it on Microsoft Word.

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Meredith suggested reviewing the Board's bylaws at the BOT Retreat and after the River Renewal has been submitted.

It was moved by James Stark and seconded by Jessica Crew that the Board approve the Governance Policies & Procedures for GVCS.

(Ayes: 5, Noes: 0, Abstain: 0)

13. Executive Director Evaluation Policy (Fourth Read) –

Katie explained the format of the document will be adjusted once she converts it on Microsoft Word. Throughout the policy and survey questions will reflect verbiage addressing the Executive Director as "Interim Executive Director and/or Executive Director".

It was moved by James Stark and seconded by Jessica Crew that with the addition of adding "Interim Executive Director and/or Executive Director" the Board approve the Executive Director Evaluation Policy for GVCS.

(Ayes: 5, Noes: 0, Abstain: 0)

14. 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.

15. Executive Reports –

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

Executive Director Report: Executive Director, Jennifer Hoover, presented items of interest to the board.

16. Closed Session –

The Board went into closed session at 6:26 p.m. to discuss public employee performance evaluations for the annual review of the school principals and the special education director of GVCS pursuant to § 54957.

The Board came out of closed session at 8:32 p.m.

NO ACTION TAKEN.

17. Closed Session –

The Board went into closed session at 8:32 p.m. to discuss public employee performance evaluation for the annual review of the executive director of GVCS pursuant to § 54957.

The Board came out of closed session at 9:27 p.m.

NO ACTION TAKEN.

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18. The Board recited the Motto of the Social Ethic.

19. Chair Katie Gerski-Keller adjourned the meeting at 9:27 p.m.

Respectfully submitted by Brittany Galles.

Katie Gerski-Keller, Chair

Date



Eagle's Nest Program Proposal 2026–2027 School Year

For the 2026–2027 school year, Eagle's Nest will transition to a 10-month program aligned with the full instructional calendar. The program will operate on all regular school days, providing consistent care and supervision for enrolled students. The only exceptions will be two designated preservice days, during which programming will be limited to students of GVCS staff only. There will no longer be a summer component of the Eagle's Nest program.

This shift is intended to increase accessibility for families, provide continuity for students, and align Eagle's Nest more closely with the school's academic calendar and community needs.

Enrollment Model

Eagle's Nest will move away from a lottery-based enrollment system. Instead, participation will be contract-based, allowing families to secure a guaranteed space for their child(ren) through enrollment agreements.

Proposed Fee Structure:

- \$150 per month for one student
- \$275 per month for two to three students
- \$325 per month for four or more students

In addition, a \$75 annual registration fee per student will apply to all enrolled participants. This fee will help fund snack and materials costs for the program.

A reduced fee option will be available for families who demonstrate financial need. While tuition assistance will help ensure access, all participating families will contribute a monthly fee. Free participation will no longer be offered.

This flat-rate model is designed to:

- Simplify the enrollment process for families
- Provide predictable revenue for program sustainability
- Increase equitable access by removing barriers associated with lottery selection while maintaining shared program investment

Financial Sustainability

Based on current projections, enrollment of approximately 100 students paying the monthly program fees will generate sufficient revenue to fully cover the personnel costs of Eagle's Nest employees. This enrollment target supports a financially self-sustaining program while maintaining appropriate staffing levels and program quality.

Over the past several years, each school site has exceeded its allocated Expanded Learning Opportunities Program (ELO-P) funding by approximately \$100,000 annually. This proposal is intended to address that structural deficit by establishing a more sustainable funding model that reduces reliance on supplemental general funds while preserving program quality and access for families.

Staffing Structure

Each Eagle's Nest site will be staffed to ensure appropriate supervision, program quality, and operational consistency.

Daily Staffing Model (per site):

- 1 Site Supervisor: 9:30 AM – 6:00 PM
- 2 Program Assistants:
 - 11:30 AM – 5:00 PM
 - 12:00 PM – 5:30 PM

Additionally, one staff member will be designated as backup to the Site Supervisor. This individual will receive targeted training to support program leadership and will be prepared to step into the supervisor role or adjust shifts as needed to ensure continuity of operations.

This structure supports:

- Safe student-to-staff ratios
- Reliable coverage during peak hours
- Leadership continuity in the event of staff absence

Facilities Use

To support program operations, each site will utilize two designated spaces:

- Kindergarten Room:

- Orchard Site: Orange Blossom Room
- River Site: Peach Blossom Room
- Multi-Purpose (MP) Room:
 - Shared use at both campuses

This dual-space model allows for age-appropriate programming, flexibility in activities, and efficient use of campus facilities.

Program Goals and Benefits

The proposed changes to Eagle's Nest are designed to:

- Provide consistent, reliable after-school care for families
- Strengthen program sustainability through a predictable financial model
- Maintain a nurturing, developmentally appropriate environment aligned with Waldorf-inspired principles
- Support working families by aligning with the full instructional calendar
- Ensure safe, well-supervised, and engaging programming for all participants

Conclusion

The 2026–2027 Eagle's Nest program redesign reflects a thoughtful approach to meeting the evolving needs of Golden Valley families while maintaining program quality and operational efficiency. This proposal establishes a clear structure for enrollment, staffing, facilities, and financial sustainability, ensuring a stable and sustainable program moving forward.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Golden Valley Orchard

CDS Code: 3467447-0132399

Charter School Number: 1728

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Funds are spent on materials for arts education in the classroom to support visual arts and music education and 1.4 FTE specialty teachers that support arts education (music and cultural arts).

2. Number of full-time equivalent teachers (certificated). 1.4

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 312

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 5/13/2026 12:00:00 AM

Annual Report Data URL

<https://goldenvalleycharter.org/Policies-Regulations>

Submission Date 5/6/2026 12:52:00 PM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Golden Valley River

CDS Code: 3467447-0114983

Charter School Number: 946

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Funds are spent on materials for arts education in the classroom to support visual arts and music education and 1.4 FTE specialty teachers that support arts education (music and cultural arts).

2. Number of full-time equivalent teachers (certificated). 1.4

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 317

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 5/13/2026 12:00:00 AM

Annual Report Data URL

<https://goldenvalleycharter.org/Policies-Regulations>

Submission Date 5/12/2026 1:45:02 PM



Melissa Bassanelli
Superintendent of Schools

Frank Camarda
Chief Operations Officer

Nicholas Arps
*Director, Facilities,
Construction and
Modernization*

ADDRESS
3738 Walnut Avenue
Carmichael, CA 95608

PHONE
(916) 971-5788

WEBSITE
www.sanjuan.edu

DATE: March 31, 2026

TO: Jennifer Hoover, Executive Director
Golden Valley Charter Schools
1000 River Rock Drive, Ste. 220
Folsom, CA 95630

FROM: Frank Camarda, Chief Operations Officer

RE: Notice of Renewal, 2026-27 School Year

Greetings, Ms. Hoover,

This notice is to inform you that the San Juan Unified School District ("District") is exercising its option to renew the lease between the District and Golden Valley Charter Schools for the properties located at 6550 Filbert Avenue, Orangevale and 9601 Lake Natoma Drive, Orangevale ("Lease").

As per Section 2 of the Lease, the District is exercising its option to renew for a term of one (1) year, beginning on July 1, 2026, and ending on June 30, 2027, at the end of which the District may elect to renew the Lease with a Lease amendment. Please contact us with any questions.

Sincerely,

Frank Camarda

Frank Camarda
Chief Operations Officer
San Juan Unified School District

Attachment(s):

1 - Proposition 39 Offer of Facilities, 2026-27 School Year



Melissa Bassanelli
Superintendent of Schools

Frank Camarda
Chief Operations Officer

ADDRESS
3738 Walnut Avenue
Carmichael, CA 95608

PHONE
(916) 971-5740

WEBSITE
www.sanjuan.edu

DATE: February 6, 2026

TO: Jennifer Hoover, Interim Executive Director
Golden Valley Charter School
1000 River Rock Drive, Ste. 220
Folsom, CA 95630

FROM: Frank Camarda, Chief Operations Officer, San Juan USD

RE: Proposition 39 Offer of Facilities 2026-2027 School Year

Dear Ms. Hoover:

The San Juan Unified School District is providing this preliminary offer of facilities as required by Title 5, section 11969.9(d) of the California Code of Regulations. This offer is based upon the enrollment projections provided by the Charter School in its request for facilities dated October 16, 2025. The specific facilities location and description contained in the attachments are reasonably equivalent to similar school grade configurations and facilities which were utilized by the Parties when initially identifying the location of the charter school.

Your charter's request for Proposition 39 facilities letter dated October 16, 2025, identified the following projected 2025-2026 ADA at the following charter requested sites (Filbert and Palisades): **422** K-8 in-district students, and **222** K-8 out of district students.

Based on these ADA projections, the 2026-27 facilities costs are calculated to be:

Filbert (Orchard) Campus Total: \$367,747.00

Palisades (River) Campus Total: \$364,681.00

Combined Campuses Total: \$732,428.00

The above facilities' costs are exclusive of utility costs. With the exception of the proposed facility costs, 2026-27 lease terms and conditions will remain consistent with the 2021-27 lease terms and conditions. In compliance with California Code of Regulations, Title 5, Section 11969.9(g), on or before March 1, 2026, the Charter School must respond to the District's preliminary offer expressing any concerns, addressing differences between this preliminary offer and the Charter School's facilities request and/or making counter proposals.

In its Final Statement of Reasons, the California Department of Education clarified that the purpose of this requirement is to encourage discussion and negotiation between the parties before a formal offer is prepared. (Cal. Dept. of Ed., Final Statement of Reasons re: Implementing Regulations, p. 12.) Negotiations between the Charter School and the District must occur prior to the District's issuance of a Final Notification of Space pursuant to California Code of Regulations, Title 5, Section 11969.9(h). The California Department of Education explicitly stated that the Charter School's May 1 written response to a Final

Notification of Space must accept or reject the formal offer in its entirety. The intent is for formal negotiations to occur before the final formal offer is provided, not after. (Id. at p. 13.) To comply with the implementing regulations, the Charter School must provide a meaningful counterproposal by March 1, 2026. Consequently, the Charter School should review all the facilities proposed herein, and in its March 1, 2026, response state whether the Charter School intends to occupy the total number of classrooms proposed.

The District will prepare a Final Notification of Space pursuant California Code of Regulations, Title 5, Section 11969.9(h) to meet the Charter School's direct needs as stated in the Charter School's March 1, 2026, counterproposal and in full compliance with Education Code section 47614 and the Implementing Regulations. In accordance with California Code of Regulations, Title 5, Section 11969.9(h). The California Department of Education explicitly stated that the Charter School's May 1st written response to a Final Notification of Space must accept or reject the formal offer in its entirety. The intent is for formal negotiations to occur before the final formal offer is provided, not after. (Id. at p. 13.) To comply with the Implementing Regulations, the Charter School must provide a meaningful counterproposal by March 1, 2026. Consequently, the Charter School should review all the facilities proposed herein, and in its March 1, 2026, response state whether the Charter School intends to occupy the total number of classrooms proposed.

The District will prepare a Final Notification of Space pursuant California Code of Regulations, Title 5, Section 11969.9(h) to meet the Charter School's direct needs as stated in the Charter School's March 1, 2026, counterproposal and in full compliance with Education Code section 47614 and the Implementing Regulations. In accordance with California Code of Regulations, Title 5, Section 11969.9(i) and the intent expressed by the California Department of Education, the Charter School will only be permitted to accept or deny the entirety of space offered in its Final Notification of Space. The Charter School may not partially accept some of the space offered and reject other space offered, and it will be obligated to pay the entirety of the pro-rata share identified in the Final Notification of Space should it accept the offered space.

I look forward to working with you to finalize your request for facilities.

Sincerely,



Frank Camarda,
Chief Operations Officer
San Juan Unified School District

Attachments:

- A: Charter's Request for Proposition 39 Facilities for the 2026-2027 School Year
- B: Cost Calculations
- C: 2026-27 Facility Costs
- D: In-District ADA Projections
- E: 2026-27 Space Assignments



October 16, 2025

Melissa Bassanelli
San Juan Unified School District
3738 Walnut Ave.
Carmichael, CA 95608

RE: Request for Proposition 39 Facilities for the 2025-2026 School Year

Dear Superintendent Bassanelli:

I am writing on behalf of Golden Valley Charter Schools ("Charter School") to request reasonably equivalent school facilities from the San Juan Unified School District ("District") pursuant to Education Code Section 47614 (i.e., Proposition 39) and Title 5 of the California Code of Regulations ("CCR") Section 11969.1 through 11969.9 ("Implementing Regulations").

Proposition 39, passed by the voters of California on November 7, 2000, requires school districts to make available, to each charter school operating within the school district, school facilities sufficient for each charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the school district. Facilities provided shall be contiguous, furnished, and equipped, and shall remain the property of the school district.

The Proposition 39 Implementing Regulations, adopted by the State Board of Education on August 29, 2002, require the Charter School to make an annual written request for facilities. Title 5 CCR Section 11969.9(c)(1) specifies the information that must be included in the annual facilities request. This letter, along with the information submitted herewith, meets and exceeds the requirements of Education Code Section 47614 and the Implementing Regulations.

Projected Enrollment

In accordance with Education Code Section 47614(b)(2) the District is required to allocate school facilities to the Charter School for the following school year based upon a projection of enrollment provided by the Charter School.

The Charter School's Governing Board has determined that a reasonable projection of the Charter School's in-District enrollment for the 2026/2027 school year is 422.

The following is a breakdown of Golden Valley's *prior year and current year enrollment* at both Orchard (Filbert) and River (Palisades) schools.

Orchard (Filbert) 2024-25

Grade	Total	In-District	Out	% In-Dist
TK	22	14	8	64%
K	34	22	12	65%
1	39	21	18	54%
2	45	27	18	60%
3	25	20	5	80%
4	28	21	7	75%
5	29	22	7	76%
6	28	20	8	71%
7	21	16	5	76%
8	20	18	2	90%
Total	291	201	90	69%

River (Palisades) 2024-25

Grade	Total	In-District	Out	% In-Dist
TK	27	21	6	78%
K	38	20	18	53%
1	33	20	13	61%
2	32	17	15	53%
3	32	22	10	69%
4	32	23	9	72%
5	30	18	12	60%
6	27	13	14	48%
7	19	8	11	42%
8	24	14	10	58%
Total	294	176	118	60%

Orchard (Filbert) 2025-26

Grade	Total	In-District	Out	% In-Dist
TK	30	20	10	67%
K	30	19	11	63%
1	27	18	9	67%
2	42	23	19	55%
3	45	30	15	67%
4	28	20	8	71%
5	31	23	8	74%
6	30	23	7	77%
7	28	20	8	71%
8	20	14	6	70%
Total	311	210	101	68%

River (Palisades) 2025-26

Grade	Total	In-District	Out	% In-Dist
TK	36	28	28	78%
K	41	28	13	68%
1	47	20	27	43%
2	32	21	11	66%
3	30	17	13	57%
4	28	19	9	68%
5	29	21	8	72%
6	30	18	12	60%
7	24	13	11	54%
8	21	11	10	52%
Total	318	196	122	62%

Methodology Used In Making Enrollment Projection

The Charter School used a comprehensive, data-driven methodology to project in-district enrollment for the 2026–2027 school year. This methodology is consistent with Title 5 CCR Section 11969.9(c)(1) requirements and reflects both historical enrollment trends and local demographic considerations.

- **Historical Enrollment Data:** Enrollment projections were based primarily on verified attendance data from the prior two academic years (2024–2025 and 2025–2026). Actual in-district and total enrollment by grade level was analyzed to identify retention patterns, grade-to-grade transition rates, and proportional changes in the number of students residing within the San Juan Unified School District (SJUSD).
- **Cohort Progression Analysis:** Cohort survival methodology was applied, advancing each grade level by one year to project future enrollment. Adjustments were made for anticipated attrition and new student enrollment, informed by multi-year averages and observed trends at both Golden Valley Orchard (Filbert) and Golden Valley River (Palisades) schools.
- **In-District Residency Verification:** In-district student counts were derived from residency verification conducted during the annual registration and re-enrollment process. Address verification is cross-referenced with the SJUSD boundary map to ensure accurate identification of students residing within district boundaries.
- **Kindergarten and Transitional Kindergarten Forecasting:** TK and Kindergarten projections are informed by historical application data and local birth rate trends. These entry-grade levels typically experience higher variability, and projections include conservative adjustments to reflect realistic enrollment potential within SJUSD boundaries.
- **Program Stability and Retention Factors:** Golden Valley’s Waldorf-inspired educational program has demonstrated consistent family retention once students enroll. This stability rate was used to support projections for continuing students and to anticipate overall growth in the in-district population.
- **Summary of Projection Outcome:** Based on this multi-factor analysis, the Charter School projects an in-district enrollment of **422 students** for the 2026–2027 school year across the Filbert and Palisades campuses. These projections represent a reasonable and substantiated estimate that aligns with both historical trends and planned program capacity.

Orchard (Filbert) 2026-27 Projection

Grade	Total	In-District	Out	% In-Dist
TK	30	20	10	67%
K	30	20	10	67%
1	30	19	11	63%
2	27	18	9	67%
3	42	23	19	55%
4	45	30	15	67%
5	28	20	8	71%
6	30	23	7	77%
7	30	23	7	77%
8	28	20	8	71%
Total	320	216	104	68%

River (Palisades) 2026-27 Projection

Grade	Total	In-District	Out	% In-Dist
TK	30	22	8	73%
K	34	26	8	76%
1	46	31	15	67%
2	46	20	26	43%
3	30	21	9	70%
4	30	17	13	57%
5	28	19	9	68%
6	28	20	8	71%
7	28	17	11	61%
8	24	13	11	54%
Total	324	206	118	64%

Facility Location

Based upon the needs of the Charter School and the residency of the projected student enrollment, the Charter School desires to continue being located at its current facilities at the Palisades & Filbert Campuses.

- Palisades: occupy all habitable rooms
- Filbert: occupy all habitable rooms
- The same level of custodial services at both sites, including one head custodian at each school

The Charter School Governing Board has delegated to me the responsibility to negotiate the allocation of a facility under Proposition 39. All communications regarding this matter should be sent to my attention at the address below. My contact information is as follows:

Jennifer Hoover, Interim Executive Director
Golden Valley Charter Schools
1000 River Rock Dr., Ste. 220 Folsom, CA 95630
Phone: 916-597-1477 Fax: 916-529-4160
Email: jhoover@goldenvalleycharter.org

I appreciate your time and consideration of this request, and I look forward to developing a mutually agreeable plan to meet the facilities needs of the Charter School's in-District students.

Sincerely,



Jennifer Hoover
Interim Executive Director

EXHIBIT A

San Juan Unified School District
Leased Facilities
2026-2027 Cost Calculations

Charter: Golden Valley Charter

Facility: Filbert (Orangevale)

Proposition 39 Space Allocation Calculation

In-District ADA Projections per Gold Valley Letter dated: 1/30/2026

Classrooms Required to Meet ADA Identified in Request for Facilities Letter:

Loading is based on 24.2 students per room as defined by comparable schools and ADA adjusted

Sq. Ft. Assigned to Meet Request for Facilities Letter: 15,417

Prop. 39 Annual Space Fee Per Sq. Ft.: \$ 10.41

Prop. 39 Annual Space Fee: \$ 160,514.00

"Market Rate" Space Allocation Calculation

Market Rate Sq. Ft. Assigned to Meet Request for Facilities Letter: 9,449

Market Rate Space Annual Fee Per Sq. Ft. \$ 21.93

Market Rate Space Annual Fee: \$ 207,233.00

Annual Fee \$ 367,747.00

Monthly Fee (rounded to nearest dollar) \$ 30,646.00

EXHIBIT A

**San Juan Unified School District
Leased Facilities
2026-2027 Cost Calculations**

Charter: **Golden Valley Charter**
Facility: **Palisades (River)**

Proposition 39 Space Allocation Calculation

In-District ADA Projections per Gold Valley Letter dated: 1/30/2026

Classrooms Required to Meet ADA Identified in Request for Facilities Letter:
Loading is based on 23.8 students per room as defined by comparable schools and ADA adjusted

Sq. Ft. Assigned to Meet Request for Facilities Letter: 15,873

Prop. 39 Annual Space Fee Per Sq. Ft.: \$ 10.41

Prop. 39 Annual Space Fee: **\$ 165,267.00**

"Market Rate" Space Allocation Calculation

Market Rate Sq. Ft. Assigned to Meet Request for Facilities Letter: 9,093

Market Rate Space Annual Fee Per Sq. Ft. \$ 21.93

Market Rate Space Annual Fee: **\$ 199,414.00**

Annual Fee **\$ 364,681.00**

Monthly Fee (rounded to nearest dollar) **\$ 30,390.00**

2026-27 Facility Costs				
District-wide square footage ²		4,571,612		
Prop 39 square foot fees:				
Function		24/25 Actuals	25/26 1st Interim	Difference
82XX	Unrestricted Maintenance & Operations ³	\$ 1,992,966	\$ 2,317,026	\$ 324,060
	Deferred Maintenance TF LCFF SACS	\$ 2,000,000	\$ 2,000,000	\$ -
	Unrestricted Contribution to RRMA ⁴	\$ 18,990,860	\$ 21,144,360	\$ 2,153,500
85XX	Facilities Acquisition & Construction			
87XX	Facilities Rents & Leases	\$ 9,123	\$ 12,536	\$ 3,413
91XX	Facilities related Debt services ⁶			\$ -
93XX	Facilities Related Interfund transfers	\$ -	\$ -	\$ -
	Unrestricted GF Maint Expenses	\$ 263,990	\$ 325,400	\$ 61,410
	Custodial Expenses ⁵	\$ 20,270,980	\$ 21,798,118	\$ 1,527,138
	Unrestricted GF Utility Costs			
				\$ -
Total Facility Contribution & Costs		\$ 43,527,919	\$ 47,597,440	\$ 4,069,521
				\$ -
Expense per Sq. Ft. for Prop 39 Fees		\$ 10.16	\$ 10.41	\$ 0.25
Market Rate Info.				
Facility maintenance fee:				
Total Maintenance & Operations Budget		\$ 25,799,322		
Facility maintenance per sq ft		\$ 5.65		
Facility maintenance fee/district-wide square footage				
Custodial fee:				
Total custodial budget (922x, 9674 goals)		\$ 21,798,118		
Excludes objects 5748/5798,				
Custodial fee per sq ft.		\$ 4.77		
Custodial Fee/district-wide square footage				
Facility Rental Fee:				
Extended Market Rate: \$.96 per sq. ft. per month (x12)		\$ 11.52		

² Square footage from Nic Arps in Construction Dept. as of December, 2025

³ Excludes custodial goals of 9220,

⁴ DM contribution moved from RRMA

⁵ Only custodial goals of 9220, in RS8150 & RS0000

⁶ 91xx is not included ~ these are bus leases and does not apply

CC: Melissa Bassanelli
 Laura Lilley
 Frank Camarda
 Mallory Arealos

Attachment D
 Filbert Campus

In-District ADA Projections per GVC Letter dated:				1/30/2026
2026-27 Projections				
		In-Dist ADA	Out-Dist ADA	Total ADA
	TK	20.00	10.00	30.00
	K	20.00	10.00	30.00
	1	19.00	11.00	30.00
	2	18.00	9.00	27.00
	3	23.00	19.00	42.00
	4	30.00	15.00	45.00
	5	20.00	8.00	28.00
	6	23.00	7.00	30.00
	7	23.00	7.00	30.00
	8	20.00	8.00	28.00
	Total	216.00	104.00	320.00
	TK-3	80.00	49.00	129.00
	4-8	116.00	45.00	161.00
	Total	196.00	94.00	290.00
	Percent	In	Out	
		68%	33%	

Attachment D
Palisades Campus

In-District ADA Projections per GVC Letter dated:				1/28/2026
2026-27 Projections				
		In-Dist ADA	Out-Dist ADA	Total ADA
	TK	22.00	8.00	30.00
	K	26.00	8.00	34.00
	1	31.00	15.00	46.00
	2	20.00	26.00	46.00
	3	21.00	9.00	30.00
	4	17.00	13.00	30.00
	5	19.00	9.00	28.00
	6	20.00	8.00	28.00
	7	17.00	11.00	28.00
	8	13.00	11.00	24.00
	Total	206.00	118.00	324.00
	TK-3	94.00	58.00	152.00
	4-8	86.00	52.00	138.00
	Total	180.00	110.00	290.00
	Percent	In	Out	
		64%	36%	

EXHIBIT B

San Juan Unified School District
Leased Facilities
2026-2027 Space Assignment

Site: **Orangevale/Filbert** In-District 62%
Market 38%

Room	Area (Ext.)	Design	In Use	Prop 39	"Market"
1	1,005	Classroom	Yes	623	382
2	739	Classroom	Yes	458	281
3	699	Classroom	Yes	433	266
3A	659	Classroom	Yes	409	250
4	964	Used as storage RM	shared	299	183
5	1,629	Classroom	Yes	1,010	619
6	953	Classroom	Yes	591	362
7	953	Classroom	Yes	591	362
8	953	Classroom	Yes	591	362
9	962	Classroom	Yes	596	366
10	954	Classroom	Yes	591	363
11	953	Classroom	Yes	591	362
12	957	Classroom	Yes	593	364
K	1,486	Classroom	Yes	921	565
14	974	Classroom	Yes	604	370
15	967	Classroom	Yes	600	367
16	978	Classroom	Yes	606	372
18	960	Used as storage RM	shared	298	182
19	960	Used as storage RM	shared	298	182
Restroom 5-MP	278	Restroom	No		
Storage 1-3	440	Storage	Yes	273	167
Hall Way	1,317	hall way	Yes	817	500
Restrooms	229	Student RR	Yes	142	87
Restrooms	233	Student RR	Yes	144	89
Boys RR	465	Student RR	Yes	288	177
Girls RR	408	Student RR	Yes	253	155
MP Room	3,526	MP Room	Yes	2,186	1,340
Kitchen (storage)	555	Kitchen and Storage	no		
Office/Princ./RR	675	Office	Yes	419	257
Staff Room/RR	310	Staff	Yes	192.20	118
TOTAL	27,141			15,417	9,449

Total Prop. 39 Sq. Ft. 15,417
Total Market Rate Sq. Ft. 9,449

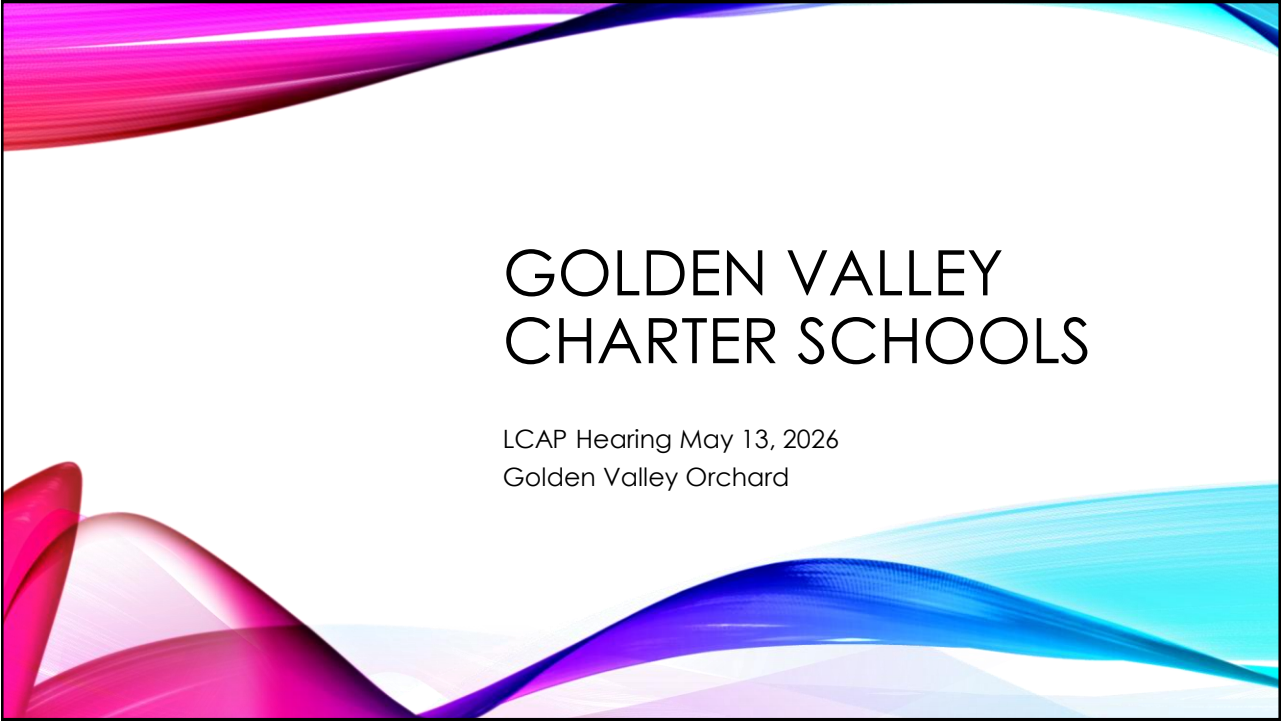
EXHIBIT C

San Juan Unified School District
Leased Facilities
2026-2027 Space Assignment

Charter: Golden Valley Charter In-District 64%
Site: Palisades Market 36%

Room	Area (Ext.)	Design	In Use	Prop 39	Market	CHECK	Balance
1	979	Classroom	Yes	622	357	979	-
2	971	Classroom	Yes	617	354	971	-
3	971	Classroom	Yes	617	354	971	-
4	1,313	Portable Classroom	Yes	835	478	1,313	-
Boys RR 1-4 Wing	234	Student RR	Yes	149	85	234	-
Girls RR 1-4 Wing	222	Student RR	Yes	141	81	222	-
Storage 1-4 Wing	144	Storage	Yes	92	52	144	-
Custodial 1-4 wing	38	Custodian	Yes	24	14	38	-
5	971	Classroom	Yes	617	354	971	-
6	971	Classroom	Yes	617	354	971	-
7	971	Classroom	Yes	617	354	971	-
8	971	Classroom	Yes	617	354	971	-
9	971	Classroom	Yes	617	354	971	-
Electrical 5-9 Wing	191	Electrical	Yes	121	70	191	-
Workroom	299		Yes	190	109	299	-
Storage 5-9 Wing	191	Storage	Yes	121	70	191	-
Custodial 5-9 wing	40		Yes	25	15	40	-
RR 5-9 Wing	259	RR	Yes	165	94	259	-
10	971	Classroom	Yes	617	354	971	-
11	971	Classroom	Yes	617	354	971	-
12	971	Classroom	Yes	617	354	971	-
13	971	Classroom	Yes	617	354	971	-
14	971	Classroom	Yes	617	354	971	-
Storage 10-14 Wing	224	Storage	Yes	142	82	224	-
Mechanical	224		Yes	142	82	224	-
Custodial 10-14 wing	38	Custodian	Yes	24	14	38	-
Boys RR 10-14 Wing	221	Student RR	Yes	141	80	221	-
Girls RR 10-14 Wing	235	Student RR	Yes	149	86	235	-
15	1,399	Classroom	Yes	889	510	1,399	-
Storage Rm 15	92	Storage	Yes	58	34	92	-
Library RR	100	RR	Yes	64	36	100	-
Library	1,456	Library	Yes	926	530	1,456	-
MP Room	2,913	MP Room w stage	Yes	1,852	1,061	2,913	-
Office	1,088	Office	Yes	692	396	1,088	-
Restroom	28	Staff	Yes	18	10	28	-
Staff Room	349	Staff	Yes	222	127	349	-
Mechanical	49		Yes	31	18	49	-
Kitchen	925	incl freezer & storage	Yes	588	337	925	-
Kitchen Restroom	63	Staff	Yes	40	23	63	-
TOTAL	24,966		-	15,873	9,093	24,966	

Total Prop. 39 Sq. Ft. 15,873
Total Market Rate Sq. Ft. 9,093



GOLDEN VALLEY CHARTER SCHOOLS

LCAP Hearing May 13, 2026
Golden Valley Orchard

1



LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) 2026-27

- Purpose of Hearing
- Year 2 Update and Adjustments for Year 3
- Educational Partner Engagement
- Drafts of LCAP Reports

2

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:



3

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 2 Outcome	Target for Year 3 Outcome
Appropriately assigned teachers	88.5% of teachers are clear out of the 13.67 FTE teachers	93.7% of teachers are clear out of the 13.5 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

4

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 2 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: -17.2 points SED: -23.9 points White: -20 points Hispanic: -31.3 points Two or more races: 29.1 points SWD: -114.8 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: -59.4 points SED: -81.5 points White: -59.2 points Hispanic: -89.9 points Two or more races: -16.7 points SWD: -148.4 points	All: -43 points SED: -58 points White: -40 points Hispanic: -63 points Two or more races: -52 points SWD: -100 points

5

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 2 Outcome	Target for Year 3 Outcome
Pupil achievement on statewide assessments- CAST	34.5% of students met or exceeded standards for science	36.74% of students met or exceeded standards for science; 57 points (CA School Dashboard)	38% of students will meet or exceed standard for science
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	53.7% 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

6

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 2 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	62.5% 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	45.6% 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 Math Automaticity	54.2% of students in grade 3-8 are at or above grade level	51.4% 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

7

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
Room

School
Climate
Improvement

Universal
Meals

8

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%	95.1% (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: Parents: Students:	Overall School Climate: Staff: 4.00 Parents: 4.00 Students: 3.50

9

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

10

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 2 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	<u>All</u> : 30% <u>SED</u> : 47.2% <u>White</u> : 32.7% <u>Hispanic</u> : 26% <u>Two or more races</u> : 15% <u>SWD</u> : 48.3%	<u>All</u> : 21.2% <u>SED</u> : 30.4% <u>White</u> : 24.9% <u>Hispanic</u> : 9.6% <u>Two or more races</u> : 16.7% <u>SWD</u> : 14.9%	<u>All</u> : 18% <u>SED</u> : 25% <u>White</u> : 20% <u>Hispanic</u> : 10% <u>Two or more races</u> : 12% <u>SWD</u> : 12%

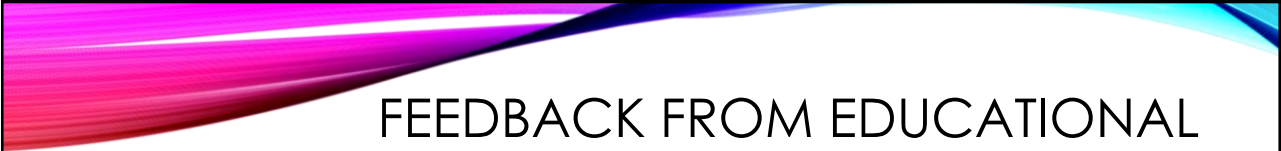
11

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 2 Outcome	Target for Year 3 Outcome
Pupil Suspension Rates	<u>All</u> : 2.7% <u>SED</u> : 5.5% <u>White</u> : 2.3% <u>Hispanic</u> : 6.0% <u>Two or more races</u> : 0% <u>SWD</u> : 6.7%	<u>All</u> : 2% <u>SED</u> : 3.7% <u>White</u> : 2.4% <u>Hispanic</u> : 1.9% <u>Two or more races</u> : 3.7% <u>SWD</u> : 5.5%	<u>All</u> : 1.5% <u>SED</u> : 3.0% <u>White</u> : 1.5% <u>Hispanic</u> : 3.0% <u>Two or more races</u> : 0% <u>SWD</u> : 4.0%
Pupil Expulsion Rates	0%	0%	Maintain 0%

12



FEEDBACK FROM EDUCATIONAL PARTNERS

- Climate Survey
- Advisory meetings for student subgroups
- Coffee with Leadership
- 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) by May 22nd, by emailing Jennifer Hoover jhoover@goldenvalleycharter.org.

13



QUESTION & ANSWER



14

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	Jennifer Hoover Executive Director	jhoover@goldenvalleycharter.org 916-542-7481

Plan Summary 2026-27

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 Orchard is a public charter school serving students in transitional kindergarten through eighth grade. The school provides a comprehensive public Waldorf-inspired education designed to support the development of the whole child through rigorous academics, the arts, movement, world language, practical and experiential learning, and a strong emphasis on social-emotional development. The school's program is grounded in relationship-based education, developmentally appropriate instruction, and a commitment to creating a safe, inclusive, and engaging learning environment for all students.

The 2026–27 LCAP continues the school's focus on three broad goals: Developmentally Appropriate Education, Intentional Culture of Care, and Vibrant Learning Community. These goals are aligned with the school's continuous improvement process and were developed through review of state and local data, educational partner input, and analysis of student needs. Goal 1 focuses on access to a rigorous and relevant Waldorf-inspired curriculum and addresses State Priorities 1, 2, 4, 7, and 8. Goal 2 focuses on student safety, engagement, school climate, and basic conditions for learning and addresses State Priorities 1, 5, and 6. Goal 3 focuses on family engagement, responsive supports, and student belonging and addresses State Priorities 3, 6, and 7.

The school's 2026–27 plan is designed to strengthen academic outcomes while maintaining the conditions that support student well-being, family partnership, and equitable access. Key actions include math and English language arts supports, tiered interventions, academic supports for English learners, enrichment opportunities, professional development, specialty classes, supports for students with exceptional needs, class teachers, classroom materials, facility maintenance, the Mindfulness Room, school climate improvement, universal meals, responsive supports for unduplicated pupils, and family and community engagement.

Reflections: Annual Performance

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

Golden Valley Orchard reviewed the 2025 California School Dashboard, local assessment results, attendance and behavior data, school climate survey results, educational partner feedback, the Annual Update, and a needs assessment completed by the LEA to evaluate annual performance and identify priorities for the 2026–27 LCAP. The review showed that the school maintained important strengths in basic instructional conditions, course access, facilities, attendance, family engagement, and science performance. The review also identified continued needs in English language arts, mathematics, local reading and math assessment outcomes, suspension rates for some student groups, chronic absenteeism for several student groups, and consistent implementation of intervention and behavioral support systems.

Golden Valley Orchard maintained strong foundational conditions for learning. The school maintained 100% access to standards-aligned instructional materials, full implementation of academic content standards, full implementation of English learner access to California standards including ELD standards, and access to a broad course of study for all students. The percentage of appropriately assigned clear teachers increased from 82.3% at baseline to 93.7% in the Year 2 outcome, exceeding the Year 3 target of 85% or higher. The school also maintained facilities in good repair and maintained a 0% middle school dropout rate. These results demonstrate that the school continues to provide the basic conditions necessary for students to access the full instructional program.

Academic performance data show areas of progress and areas of significant need. In English language arts, all students declined from 7.9 points below standard at baseline to 17.2 points below standard in the Year 2 outcome. Socioeconomically disadvantaged students declined from 12.4 points below standard to 23.9 points below standard, White students declined from 4.6 points below standard to 20 points below standard, and students with disabilities remained far below standard at 114.8 points below standard. Students with two or more races improved from 9.2 points below standard at baseline to 29.1 points above standard, which was a significant positive outcome for that student group. These data indicate that ELA improvement, particularly for socioeconomically disadvantaged students and students with disabilities, remains a high priority.

Mathematics results also show a need for continued improvement. All students declined from 48.2 points below standard at baseline to 59.4 points below standard in the Year 2 outcome. Socioeconomically disadvantaged students declined from 65.9 points below standard to 81.5 points below standard, Hispanic students declined from 70.1 points below standard to 89.9 points below standard, and students with disabilities declined from 113.8 points below standard to 148.4 points below standard. Students with two or more races performed better than other reported groups at 16.7 points below standard, but still remained below standard. These results indicate a continued need to strengthen mathematics instruction, academic intervention, formative assessment, and progress monitoring across student groups.

Science and local assessment data were mixed. Science outcomes improved, with the percentage of students meeting or exceeding standard increasing from 34.54% at baseline to 36.74% in the Year 2 outcome. The LCAP also notes that the 2025 California School Dashboard science indicator increased by 4.7 points from the prior year. Local FastBridge AUTOread results improved from 58.2% at baseline to 62.5% of students in grades 4–8 at or above grade level, exceeding the Year 3 target of 62%. However, FastBridge aReading declined from 55.6% to 53.7%, FastBridge aMath declined from 46.6% to 45.6%, and FastBridge Math Automaticity declined

from 54.2% to 51.4%. These results show that while there was progress in science and AUTOrad, the school needs to continue strengthening reading, mathematics, and foundational math fluency supports.

Attendance and engagement showed meaningful progress. The school attendance rate increased from 93.5% at baseline to 95.1% for attendance months 1–9, exceeding the Year 3 target of greater than 95%. Chronic absenteeism declined across all reported student groups. The all-student chronic absenteeism rate declined from 30% at baseline to 19.1%; socioeconomically disadvantaged students declined from 47.2% to 25%; students with disabilities declined from 48.3% to 18.9%; Hispanic students declined from 26% to 20%; White students declined from 32.7% to 21.3%; and students with two or more races declined from 15% to 3.7%. These improvements show that attendance and engagement actions are having a positive effect. However, several student groups remain above the school's desired outcome of 10% or less, so chronic absenteeism will remain a priority for continued monitoring and intervention.

The LEA's needs assessment confirmed that expanded learning opportunities and attendance recovery are appropriate strategies to address identified student needs. Based on the needs assessment, Golden Valley Orchard used Learning Recovery Emergency Block Grant funds to support after school programming and attendance recovery. The after school programming provided additional time for academic support, enrichment, student engagement, and connection to school beyond the regular instructional day. Attendance recovery activities supported students in recovering lost instructional time, reengaging with school, and addressing the academic and engagement impacts associated with absences. These LREBG-funded activities are aligned with the identified needs in ELA, mathematics, local assessment performance, chronic absenteeism, attendance, student engagement, and school climate. The activities also support the LCAP's ongoing focus on academic intervention, progress monitoring, enrichment, school connectedness, and targeted supports for students with the greatest needs.

Suspension data were mixed and indicate a need for continued attention to school climate and alternatives to suspension. The all-student suspension rate increased from 2.7% at baseline to 3.8% in the Year 2 outcome. Socioeconomically disadvantaged students were relatively stable, moving from 5.5% to 5.4%, but remained above the all-student rate. Students with disabilities increased from 6.7% to 7.9%, and White students increased from 2.3% to 4.2%. Hispanic students improved, declining from 6.0% to 4.8%, and students with two or more races maintained a 0% suspension rate. The school maintained a 0% expulsion rate. These results indicate a need to continue strengthening restorative practices, Positive Behavioral Interventions and Supports, social-emotional learning, proactive intervention strategies, and inclusive behavioral supports, particularly for students with disabilities and socioeconomically disadvantaged students.

Due to school climate feedback, increasing behavior referrals, and suspension trends during the 2025–26 school year, there is an indication to strengthen schoolwide systems for student behavior, social-emotional development, bullying prevention, and overall student well-being. In response, the school will research districtwide behavior, SEL, and bullying prevention systems that align with Waldorf pedagogy and the school's developmental approach. This work will support more consistent adult practices, strengthen proactive student supports, and improve the conditions needed for students to feel safe, connected, and ready to learn.

Educational partner feedback also emphasized the importance of maintaining a developmentally appropriate Waldorf-inspired program while strengthening academic supports, intervention, progress monitoring, communication, school climate, family engagement,

attendance supports, and inclusive practices. The school will continue to use feedback from students, staff, families, committees, and governance meetings to refine LCAP implementation and monitor whether actions are improving outcomes for students.

Based on this review of annual performance and the LEA's needs assessment, Golden Valley Orchard will continue its three-goal structure focused on Developmentally Appropriate Education, Intentional Culture of Care, and Vibrant Learning Community. For 2026–27, the school will prioritize improved ELA and mathematics outcomes, stronger academic intervention systems, more consistent use of student data, continued support for English learners, strengthened inclusive practices for students with disabilities, continued reduction of chronic absenteeism, and focused efforts to reduce suspension rates. The LCAP will also continue actions that support family engagement, school climate, universal meals, enrichment, professional development, access to a broad course of study, after school programming, and attendance recovery. The school will monitor the effectiveness of these actions, including LREBG-funded after school programming and attendance recovery, through CAASPP results, FastBridge reading and mathematics data, attendance rates, chronic absenteeism rates, participation data, attendance recovery data, suspension rates, school climate survey results, and educational partner feedback.

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.

Golden Valley Orchard does not have any schools identified for Comprehensive Support and Improvement for the 2026–27 LCAP year. Therefore, this section is 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. Golden Valley Orchard has not been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable. Golden Valley Orchard has not been identified for Comprehensive Support and Improvement. The school will continue to monitor the effectiveness of its LCAP goals, actions, and services through Dashboard indicators, local assessment data, attendance data, suspension and expulsion data, school climate survey results, educational partner feedback, and annual review of implementation and expenditures.

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. Students	Students were engaged through school climate surveys and ongoing schoolwide activities. The climate survey provided students with an opportunity to share their experiences related to school safety, belonging, relationships, engagement, and support. Student feedback was reviewed alongside academic, attendance, and behavior data to identify areas of strength and areas needing improvement.
2. Parents and Families	Parents and families were engaged through parent meetings, Coffee with the Principal, schoolwide meetings, committee meetings, climate surveys, and opportunities to provide input during the LCAP development and annual update process. These opportunities allowed families to share feedback on school climate, communication, academic supports, student engagement, attendance, enrichment, and family participation.

3. Faculty/Certificated Staff	Faculty were engaged through faculty meetings, staff climate surveys, schoolwide meetings, committee participation, and discussions connected to the LCAP mid-year update. Teachers provided feedback on academic outcomes, intervention needs, curriculum implementation, professional development, student supports, school climate, and the effectiveness of current LCAP actions.
4. Classified Staff	Classified staff were engaged through staff meetings, school climate survey opportunities, schoolwide meetings, and participation in discussions related to student support, campus operations, school climate, and implementation of LCAP actions. Their input helped identify operational and student-support needs connected to safety, engagement, communication, and schoolwide systems.
5. Leadership Team Members	School administration engaged educational partners through Coffee with the Principal, parent and faculty meetings, committee meetings, schoolwide meetings, climate survey review, and presentation of the LCAP mid-year update. Administration reviewed state and local data, gathered feedback from partner groups, and used the information to refine goals, actions, metrics, and resource allocations.
6. Unduplicated Pupil Educational Partners	Educational partners representing the needs of low-income students, English learners, and foster/homeless youth were engaged through parent meetings, staff meetings, schoolwide meetings, committee discussions, climate surveys, and review of academic, attendance, and engagement data. Feedback was used to identify barriers to learning, attendance, participation, and access to supports and enrichment.
7. Students with Disabilities / Special Education Educational Partners	Families and staff connected to students with disabilities were engaged through parent and staff feedback opportunities, committee meetings, schoolwide meetings, review of local and state data, and discussions about inclusive practices and student supports. Input focused on access to instruction, academic intervention, social-emotional support, behavior support, staffing, service coordination, and inclusive practices.
8. Finance Committee	The Finance Committee was engaged through public committee meetings focused on budget development, fiscal planning, expenditure review, and alignment of resources to LCAP goals and actions. Feedback from the Finance Committee informed resource allocation decisions and helped ensure that budgeted expenditures were connected to identified student needs and planned services.
9. Governing Board	The Governing Board was engaged through public Board meetings, review of the LCAP mid-year update, discussion of annual update data, and consideration of the proposed LCAP. Board members reviewed educational partner feedback, student outcome data, implementation information, and budget alignment before adoption.
10. Community Members / School Community	The broader school community was engaged through schoolwide meetings, community events, committee participation, Coffee with the Principal, surveys, and public meeting opportunities. These engagement structures allowed community members to provide feedback on school culture, communication, family participation, enrichment opportunities, and priorities for continued improvement.

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

Golden Valley Orchard engaged educational partners throughout the LCAP development and annual update process using multiple opportunities for input, discussion, and review. Engagement activities included parent and faculty meetings, schoolwide meetings, Coffee with the Principal, committee meetings, Board meetings, Finance Committee meetings, staff meetings, climate surveys for students, staff, and families, and presentation and discussion of the LCAP mid-year update. These opportunities allowed the school to gather feedback from families, students, teachers, classified staff, administrators, advisory groups, and governance groups regarding student outcomes, school climate, attendance, academic progress, family engagement, and resource allocation.

The school used both formal and informal engagement methods. Formal structures included Board and Finance Committee meetings, schoolwide meetings, committee meetings, and the LCAP mid-year update, where educational partners reviewed data, discussed implementation of current actions, and considered priorities for the coming year. Informal and relationship-based opportunities, such as Coffee with the Principal and parent/faculty meetings, provided additional space for families and staff to share concerns, ask questions, and identify needs related to academics, communication, student support, school culture, and the overall school experience.

Climate survey results from students, staff, and families were also reviewed as part of the engagement process. Survey data provided feedback on perceptions of safety, belonging, communication, relationships, school climate, and support systems. These data helped the school identify strengths, including areas where students reported improvement in their school experience, as well as areas needing continued attention, including staff and family climate, communication, adult alignment, and shared implementation of schoolwide expectations.

Educational partner feedback highlighted the importance of continuing a developmentally appropriate, Waldorf-inspired educational program while strengthening both academic and behavioral supports, intervention, and progress monitoring. Families and staff expressed support for maintaining a broad course of study, enrichment opportunities, specialty programming, and access to arts, movement, music, and experiential learning. At the same time, feedback and student outcome data indicated a need for continued focus on English language arts, mathematics, academic intervention, English learner supports, and inclusive instructional practices.

Feedback also emphasized the importance of maintaining a safe, caring, and connected school environment. Educational partners identified the need to continue supporting students' social-emotional and behavioral needs through school climate work, restorative practices, the Mindfulness Room, positive behavior supports, and consistent adult practices. Climate survey data and meeting feedback indicated that the school should continue strengthening communication, leadership coherence, staff collaboration, and shared commitment to the school's mission, vision, and values.

Families and staff also identified attendance, engagement, and family partnership as continuing priorities. Input from meetings, committees, and the LCAP mid-year update reinforced the need for targeted outreach, improved communication with families, and continued opportunities for families to participate in school life and leadership. These themes were especially important in relation to chronic absenteeism, student engagement, and the school's efforts to support unduplicated pupils, students with disabilities, and students who need additional academic, behavioral, or social-emotional support.

This feedback directly influenced the 2026-27 LCAP. The school maintained its three-goal structure focused on a developmentally

appropriate education, an intentional culture of care, and a vibrant learning community. Educational partner input supported the continuation of actions related to mathematics and English language arts instruction, intervention, English learner supports, enrichment opportunities, professional development, inclusive practices, class teachers, classroom materials, facility maintenance, the Renewal Room, school climate improvement, universal meals, responsive supports for student groups, and family and community engagement.

In response to educational partner feedback and outcome data, the LCAP continues to prioritize stronger implementation monitoring, more consistent use of student data, targeted academic intervention, schoolwide culture-building, family engagement, and professional development. The plan also reflects the need to strengthen staff capacity through professional learning in areas such as Universal Design for Learning, Multi-Tiered System of Supports, differentiation, restorative practices, and social-emotional learning. Through these actions, Golden Valley Orchard will continue to use educational partner feedback as part of its continuous improvement process and will monitor whether LCAP actions are improving outcomes for all students, particularly low-income students, English learners, foster/homeless youth, students with disabilities, and other student groups demonstrating need.

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.	93.7% of teachers are clear out of the 13.5 FTE teachers.	85% of teachers or higher will be clear out of the FTE teachers.	The percentage of clear teachers increased by 11.4% 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.	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	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	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	All: -17.2 points SED: -23.9 points White: -20 points Hispanic: -31.3	Each student group listed will score at or above the following distance	All students: decreased 9.3 points SED: decreased

	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	points Two or more races: 29.1 points SWD: -114.8 points	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.	11.5 points White: decreased 15.4 points Hispanic: decreased 0.1 points Two or more races: increased 38.3 points SWD: decreased 1 point
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	All: -59.4 points SED: -81.5 points White: -59.2 points Hispanic: -89.9 points Two or more races: -16.7 points SWD: -148.4 points	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: decreased 11.2 points SED: decreased 15.6 points White: decreased 15.1 points Hispanic: decreased 19.8 points Two or more races: decreased 7.5 points SWD: decreased 34.6 points

		113.8 points below standard.	points below standard.		students with disabilities 100 points below standard.	
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.	36.74% of students met or exceeded standards for science; 57 points	38% of students will meet or exceed standard for science	The percentage of students that met or exceeded standards for science increased by 2.2% from baseline scores. On the 2025 CA School Dashboard, for the science indicator, GVOS increase 4.7 points from the 2024 year when it first was reported on the dashboard.
8	A broad course of study including courses described under EC Sections 51210 and 51220	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 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

	as applicable (Local Indicator Priority 7 Self-Reflection Tool).					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.	53.7% 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 decreased by 1.9%.
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.	62.5% 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 increased 4.3%.
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.	45.6% of students in grade 3-8 are at or above grade level on the aMath assessment.	50% of students in grade 3-8 at or above grade level on the aMath assessment.	The percent of students in grade 3-8 are at or above grade level on the aMath assessment decreased by 1%.
12	Other Pupil Outcomes (Fastbridge CBM Math Automaticity assessment-at or above grade level)	54.2% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment.	67.8% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment.	51.4% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment.	58% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment.	The percent of students in grade 3-8 are at or above grade level on the Math Automaticity assessment decreased by 2.4%.

Goal Analysis for 2026-27

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.

Most Goal 1 actions were implemented as planned, including mathematics support, English language arts support, interventions, academic supports for English learners, professional development, specialty classes, central office supports, supports and services for students with exceptional needs, class teachers, and classroom materials.

The LEA also implemented Action 6, Enrichment Opportunities, with estimated actual expenditures for contributing actions updated to \$229,098.25. This action provided access to after-school, intersession, and summer enrichment opportunities, with unduplicated pupils prioritized for participation, consistent with the action's intent.

Some actions were implemented at lower expenditure levels than originally planned, including mathematics, English language arts, professional development, specialty classes, and central office supports. Other actions exceeded planned expenditure levels, including academic supports for English learners, supports and services for students with exceptional needs, class teachers, and classroom materials. These differences reflect actual staffing costs, student support needs, program utilization, and implementation costs during the year.

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.

Material differences occurred across several Goal 1 actions. Using the updated Action 6 estimated actual amount of \$229,098.25, total planned expenditures for Goal 1 were \$2,325,314.00, and updated estimated actual expenditures were \$2,316,169.46. This means estimated actual expenditures were \$9,144.54 below the planned amount.

Action 6, Enrichment Opportunities, was budgeted at \$250,000.00 and had updated estimated actual expenditures for contributing actions of \$229,098.25, a decrease of \$20,901.75 from the planned amount. Other actions with estimated actual expenditures below budget included mathematics support, English language arts support, professional development, specialty classes, and central office system supports for continuous improvement. Actions with estimated actual expenditures above budget included academic supports for English learners, supports and services for students with exceptional needs, class teachers, and classroom materials.

In the Contributing Actions Annual Update Table, total planned contributing expenditures were \$1,849,068.00. With Action 6 updated to \$229,098.25, total estimated actual expenditures for contributing actions were \$1,993,872.78. This represents an increase of \$144,804.78 over planned contributing expenditures. Using the Estimated Actual LCFF Base Grant of \$2,911,365.00, the planned percentage of improved services was 63.51%, and the updated estimated actual percentage of improved services was 68.49%. The updated estimated actual percentage exceeds both the planned percentage and the required current-year percentage to increase or improve services of 6.02%; therefore, no LCFF carryover is generated.

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

Goal 1 actions were partially effective in making progress toward the goal. The actions were effective in maintaining the foundational conditions necessary for student learning, including access to standards-aligned instructional materials, implementation of academic content standards, implementation of ELD standards, and access to a broad course of study. Staffing-related actions also supported progress, as the percentage of clear teachers increased from baseline and exceeded the Year 3 target.

Enrichment opportunities were implemented and supported expanded learning access for unduplicated pupils through after-school, intersession, and summer programming. Supports for English learners, students with exceptional needs, and unduplicated pupils helped maintain access to targeted services. However, student academic outcome data show that the actions did not yet result in consistent improvement across core academic indicators.

ELA Distance from Standard declined for all students, socioeconomically disadvantaged students, white students, Hispanic students, and students with disabilities, while students with two or more races improved. Mathematics Distance from Standard declined for all reported groups. Local FastBridge data were mixed: AUTOREAD improved, but aReading, aMath, and Math Automaticity declined from baseline. CAST science outcomes improved modestly. Overall, the actions supported access, staffing, enrichment, and instructional infrastructure, but the LEA will need to strengthen the connection between instructional supports, intervention systems, professional development, and measurable student academic growth.

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 a review of implementation and outcome data, the LEA will continue Goal 1 while strengthening implementation of academic supports, intervention systems, and progress monitoring. The goal, metrics, and desired outcomes will continue to focus on instructional access, standards implementation, teacher assignment, ELA and mathematics achievement, science achievement, broad course of study, and local assessment outcomes.

For the coming year, the LEA will refine mathematics and literacy supports to ensure that professional development, instructional materials, intervention cycles, and assessment practices are more directly aligned to student performance data. The LEA will continue to prioritize support for unduplicated pupils, English learners, students with disabilities, foster youth, homeless students, and socioeconomically disadvantaged students.

Enrichment opportunities will continue, with improved monitoring of participation, expenditures, and student access so that the LEA can more clearly evaluate the impact of expanded learning opportunities on student engagement and academic growth. The LEA will also continue to review academic data throughout the year and adjust supports to address areas of need, particularly in ELA, mathematics, and outcomes for students with disabilities.

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.	\$5,000.00	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.	\$5,000.00	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 instructional and support	\$44,655.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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	After School Program	Golden Valley Orchard will implement this action as an LREBG-supported action. Learning Recovery Emergency Block Grant funds will be used to support after school programming, intersession and summer enrichment opportunities, and attendance recovery activities based on a needs assessment completed by the LEA. The LEA's needs	\$200,172.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessment included review of the 2025 California School Dashboard, local assessment data, attendance and behavior data, school climate survey results, educational partner feedback, and the Annual Update. This review identified continued needs in English language arts, mathematics, local reading and mathematics assessment outcomes, chronic absenteeism for several student groups, student engagement, and consistent implementation of academic intervention and behavioral support systems. Through this action, Golden Valley Orchard will provide students with access to after school, intersession, and summer programming that extends learning beyond the regular instructional day. The program will include academic support, enrichment, physical activity, visual and performing arts, STEM-related activities, student engagement supports, professional learning for Eagle's Nest/ELO-P staff, and materials needed for enrichment and extended learning opportunities. Unduplicated pupils, including		

Action #	Title	Description	Total Funds	Contributing
		low-income students, English learners, and foster/homeless youth, will be prioritized for participation through targeted outreach and access supports. Attendance recovery activities will provide structured opportunities for students to recover missed instructional time, reengage with school, and address the academic and engagement impacts associated with absences. Research supports this action because high-quality after school and summer learning programs can improve student engagement, attendance, academic performance, social-emotional development, and school connectedness when programs are intentionally designed, consistently implemented, and aligned to student needs. A 2024 research summary from the Afterschool Alliance identifies positive impacts of after school and summer programs on school engagement, school-day attendance, academic performance, and mental well-being. Research on after school programs that promote personal and social skills has also found increases in school		

Action #	Title	Description	Total Funds	Contributing
		bonding, positive social behaviors, school grades, and academic achievement, along with reductions in problem behaviors. Research on chronic absenteeism further supports the use of data-informed, targeted strategies that address root causes, strengthen school connection, and provide more specific interventions for chronically absent students. The LEA will monitor the impact of this LREBG-supported action using the following metrics: after school, intersession, summer, and attendance recovery participation data disaggregated by student group; attendance rate; chronic absenteeism rate by student group; attendance recovery participation and completion data; CAASPP English language arts and mathematics results; FastBridge aReading, AUTOREAD, aMath, and Math Automaticity results; school climate survey results; student and family feedback; and progress for unduplicated pupils, including low-income students, English learners, and foster/homeless youth. These metrics align with the identified		

Action #	Title	Description	Total Funds	Contributing
		needs in academic achievement, chronic absenteeism, student engagement, and school climate. The current LCAP already identifies these monitoring metrics for Action 6, including enrichment participation by student group, attendance rate, chronic absenteeism rate by student group, school climate survey results, CAASPP ELA and mathematics, FastBridge academic assessments, and student and family feedback. Amount of LREBG funds supporting this action: \$139,172.		
Action #7	Professional Development	Provide support and training to new and veteran teachers in a system of professional growth; trainings in Waldorf pedagogy; curriculum development and support. This includes mentoring services and supports.	\$20,000.00	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.	\$250,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #9	Central Office System Supports for Continuous Improvement	Support to school from central office staff to support continuous improvement principles and practices with educational partners with a focus on increasing and improving services and supports for targeted student groups. This includes staff and professional learning.	\$315,471.00	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.	\$495,648.00	Yes
Action #11	Class Teachers	Appropriately assigned and credentialed class teachers to provide instruction in grades TK-8.	\$1,087,170.00	Yes
Action #12	Classroom Materials	All classroom materials will be provided for all students.	\$60,000.00	Yes

Goal

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

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

This goal is designed to create a safe, inclusive, and supportive learning environment that nurtures the whole child. It reflects the school's commitment to both academic achievement and the emotional well-being of all students, especially those from historically underserved groups. Through the intentional integration of school climate strategies, social-emotional learning (SEL), access to basic services, and restorative approaches to discipline, the actions under this goal are purposefully aligned to meet the requirements and intent of State Priorities 1 (Basic Services), 5 (Pupil Engagement), and 6 (School Climate).

Priority 1 – Basic Services:

This priority requires schools to ensure students have access to clean, safe, and well-maintained facilities and appropriate instructional materials. Action 1 (Facility Maintenance) ensures that all classrooms and school grounds are regularly inspected and maintained in accordance with the “Good Repair” standard defined by the School Accountability Report Card (SARC). Monitoring tools include monthly facilities reviews and annual SARC data, providing transparency and accountability for maintaining high standards.

Priority 5 – Pupil Engagement:

This priority focuses on improving student engagement through improved attendance and reduced dropout rates. Action 2 (Mindfulness Room) and Action 3 (Climate Improvement & Restorative Practices) provide Tier 1 and Tier 2 supports to help students manage emotions, reduce behavioral incidents, and feel more connected to school. By proactively addressing the underlying causes of disengagement—such as stress, trauma, or lack of connection—these actions are designed to reduce chronic absenteeism and dropout risk. These efforts are further supported by Action 4 (Universal Meals), which removes barriers to attendance by ensuring that every student receives two nutritious meals per day, helping meet their basic needs and supporting their ability to focus and learn.

Priority 6 – School Climate:

This priority emphasizes the importance of fostering a safe and inclusive school environment and reducing suspensions. Action 3 specifically addresses this through professional development in culturally responsive practices, SEL, and restorative alternatives to exclusionary discipline. Staff are trained to use relationship-centered strategies that build trust and community while reducing reliance on punitive measures. Monitoring includes ongoing discipline data review (disaggregated by subgroup), teacher feedback, and student climate surveys.

The actions under Goal 2 are structured to work together as a system of care that promotes both academic readiness and personal well-being. Importantly, they are designed to have an inclusive and equitable impact, with a specific focus on improving outcomes for unduplicated pupils (students who are socioeconomically disadvantaged, English learners, foster or homeless youth). The use of targeted support mechanisms—such as the Mindfulness Room, restorative practices, and access to meals—ensures that barriers to success are identified early and addressed through multi-tiered supports that are proactive rather than reactive.

Effectiveness and fidelity of implementation will be monitored through a structured rhythm of data collection, reflection, and stakeholder engagement (e.g., through CAC and Circles of Support). Adjustments to actions will be made in real time to ensure responsiveness to changing student needs and conditions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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	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 %	94.7% (attendance months 1-10)	95.1% (attendance months 1-9)	>95%	The attendance rate increased by 1.6% from baseline.
3	Middle School Dropout Rate (CALPADS)	0%	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: 3.44 (staff); 3.39 (parents); 3.75 (students)	Overall School Climate: 4.00 (staff); 4.00 (parents); 3.50 (students)	Staff scores have decreased 0.31 points, parent scores have decreased 0.53 points, and student scores have increased 0.19 points.

Goal Analysis for 2026-27

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.

Goal 2 actions were generally implemented as planned. The Facility action was implemented fully, with students and staff continuing to have access to a safe and clean school environment that supported the instructional program. Universal Meals were also implemented, and students had access to two meals each instructional day at no cost, consistent with the planned action. The draft describes Universal Meals as a support intended to remove barriers to attendance and learning by helping meet students' basic needs.

The Mindfulness Room was implemented, but actual expenditures were lower than planned. The action continued to provide students with access to a physical space and staff support for social-emotional learning and behavioral needs, but the lower spending indicates that the action was implemented at a reduced cost compared with the original budget. School Climate Improvement was also implemented at a lower expenditure level than planned. This action was intended to build culturally responsive, psychologically, socially, emotionally, and academically safe environments through professional development and practices such as restorative practices, Positive Behavioral Interventions and Supports, and social-emotional learning.

No substantive implementation differences are noted for the Facility and Universal Meals actions. The main differences were fiscal rather than programmatic, with the Mindfulness Room and School Climate Improvement actions implemented below planned expenditure levels.

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.

Material differences occurred in several Goal 2 actions. Total planned expenditures for Goal 2 were \$605,352.00, and total estimated actual expenditures were \$594,566.77. This means Goal 2 estimated actual expenditures were \$10,785.23 below the planned amount.

The Facility action was budgeted at \$361,852.00 and had estimated actual expenditures of \$361,852.00, so there was no material expenditure difference for this action. The Mindfulness Room was budgeted at \$70,000.00 and had estimated actual expenditures of \$49,801.90, a decrease of \$20,198.10. School Climate Improvement was budgeted at \$3,500.00 and had estimated actual expenditures of \$1,500.00, a decrease of \$2,000.00. Universal Meals was budgeted at \$170,000.00 and had estimated actual expenditures of \$181,412.87, an increase of \$11,412.87.

For Goal 2 contributing actions, the planned LCFF contributing expenditures were \$173,500.00, consisting of \$3,500.00 for School Climate Improvement and \$170,000.00 for Universal Meals. Estimated actual expenditures for contributing actions were \$182,912.87, consisting of \$1,500.00 for School Climate Improvement and \$181,412.87 for Universal Meals. This represents an increase of \$9,412.87 over planned contributing expenditures for Goal 2. Using the Estimated Actual LCFF Base Grant of \$2,911,365.00, the planned percentage of improved services for Goal 2 contributing actions was approximately 5.96%, and the estimated actual percentage of improved services was approximately 6.28%. The increase was primarily due to Universal Meals exceeding planned expenditures, even though School Climate Improvement was implemented below budget.

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

Goal 2 actions were effective in making progress toward the goal. The Facility action effectively supported basic conditions for learning by maintaining a safe, clean, and functional school environment. The school reported zero instances where facilities did not meet the “Good Repair” standard, maintaining the baseline level.

The Mindfulness Room supported student access to social-emotional learning and behavioral supports. This action aligned with the goal's emphasis on proactive supports that help students manage emotions, reduce behavioral incidents, and feel more connected to school. While the action was implemented below budget, it still contributed to the broader system of care by providing a designated space and staff support for students who needed additional regulation or behavioral support during the school day.

School Climate Improvement was also effective in supporting the goal, although it was implemented at a lower expenditure level than planned. The action supported professional learning and implementation of culturally responsive practices, restorative approaches, behavior, and social-emotional learning. These strategies were aligned with the school's intent to create psychologically, socially, emotionally, and academically safe learning environments. The positive school climate survey outcomes suggest that these efforts contributed to a supportive school environment for staff, parents, and students.

Universal Meals were effective in reducing barriers to attendance and engagement by ensuring students had access to two meals each instructional day at no cost. This action supported the goal by addressing students' basic needs so they could participate more fully in school. The attendance rate increased from 93.5% at baseline to 95.1%, and the middle school dropout rate remained at 0%, indicating positive progress on engagement measures connected to Goal 2.

Taken together, the Goal 2 actions supported measurable progress in school safety, attendance, dropout prevention, and school climate. The actions were most effective in maintaining positive basic conditions and improving attendance. The LEA should continue to strengthen data collection related to behavioral supports, Mindfulness Room use, restorative practices, and student re-engagement so that future analysis can more clearly connect specific supports to student outcomes.

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

The LEA will continue Goal 2 with a focus on strengthening implementation systems and improving data collection for social-emotional, behavioral, and school climate supports. The goal, metrics, and desired outcomes will continue to focus on safe and clean facilities, attendance, dropout prevention, and school climate. These measures remain appropriate because they directly reflect the school's ability to provide a safe, inclusive, and supportive learning environment.

For the coming year, the LEA will continue facility maintenance and universal meals because these actions were implemented effectively and supported basic conditions for learning. The LEA will also continue the Mindfulness Room and school climate improvement efforts, with increased attention to consistent referral processes, usage tracking, follow-up documentation, and review of student outcome data. This will allow the LEA to better evaluate how social-emotional supports, restorative practices, and behavioral interventions are affecting attendance, discipline, re-engagement, and student sense of belonging.

The LEA will work to strengthen restorative practices, culturally responsive practices, and social-emotional learning so that students receive proactive support before challenges escalate. The school will explore a behavior system that work best with the Waldorf pedagogy. Based on the lower estimated actual expenditures for the Mindfulness Room and School Climate Improvement actions, the

LEA should also review whether staffing, professional development, materials, and implementation supports are sufficient to fully carry out the intended scope of these actions in the coming year.

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.	\$367,747.00	No
Action #2	Mindfulness Room	Students will have access to a physical space and staff to help with social-emotional learning and behavioral supports.	\$40,000.00	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).	\$1,000.00	Yes
Action #4	Universal Meals	Students will have access to two meals each day at no cost each instructional day.	\$170,000.00	Yes

Goal

Goal #	Description	Type of Goal
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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
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State Priorities addressed by this goal.

3, 6, 7

An explanation of why the LEA has developed this goal.

This goal recognizes that strong student outcomes are built upon meaningful partnerships between schools, families, and communities, and that student success requires both academic access and emotional connection. Goal 3 is aligned to the LEA's strategic commitment to equity, relationship-based education, and culturally responsive practice. Its actions are designed to ensure that all students—particularly those who are historically underserved—have access to a full educational experience, supportive relationships, and a strong sense of belonging.

The goal addresses the requirements and intent of State Priorities 3 (Parent Involvement), 6 (School Climate), and 7 (Course Access) as outlined below:

Priority 3 – Parent Involvement (Family Engagement):

This priority calls for schools to meaningfully engage parents and families in school programs and decision-making. Action 3 (Family and Community Engagement) is designed to build parent leadership and strengthen school-home partnerships through ongoing opportunities for families to engage in decision-making, contribute input, and receive resources to support learning at home. Structures such as Circles of Support and the Community Advisory Committee (CAC) offer culturally responsive and linguistically inclusive platforms for families to share perspectives and co-create solutions. The school uses the Priority 3 Self-Reflection Tool to assess progress and identify areas of growth annually. Targeted outreach efforts ensure inclusion of families of unduplicated pupils and students with disabilities in engagement efforts.

Priority 6 – School Climate:

This priority focuses on reducing discipline disparities and improving the overall sense of safety, inclusiveness, and belonging. Action 1 (Accessible and Responsive Schools for Students with Exceptional Needs) and Action 2 (Responsive Supports for Unduplicated Pupils) address climate disparities by providing targeted academic, social, and behavioral supports for students who face systemic barriers. These supports are designed to promote inclusion and decrease exclusionary practices by meeting students' individual needs before they escalate into discipline issues. All actions under this goal contribute to cultivating a learning environment where students feel respected, supported, and understood—factors that are known to correlate with improved attendance and lower suspension rates. Effectiveness is measured using chronic absenteeism rates, suspension data, and annual school climate survey results disaggregated by subgroup.

Priority 7 – Course Access:

This priority ensures all students, regardless of background or need, have access to a broad course of study as outlined in Education Code sections 51210 and 51220. Through the implementation of specialized supports and individualized instructional approaches (Action 1 and Action 2), students with disabilities and unduplicated pupils are actively supported in accessing the full range of Waldorf-inspired curriculum, including arts, science, movement, and social-emotional learning. These supports allow students who might otherwise be at risk of being excluded from certain subjects or enrichment activities to fully participate and thrive. Monitoring of course access is conducted through schedule reviews, enrollment in specialty and enrichment classes, and subgroup participation data to ensure equity across program areas.

Implementation of Goal 3 actions will be monitored quarterly through attendance and suspension data reviews, family feedback surveys, and engagement activity logs. Educational partners, including parents, teachers, and students, will be invited to reflect on progress during CAC meetings and community forums. Adjustments will be made mid-year based on input and emerging needs to ensure responsiveness.

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	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: 48.3% Hispanic: 26% White: 32.7% Two or More Races: 15%	All Students: 19.1% Socioeconomically Disadvantaged: 25% Students with Disabilities: 18.9% Hispanic: 20% White: 21.3% Two or More Races: 3.7%	All: 21.2% SED: 30.4% White: 24.9% Hispanic: 9.6% Two or more races: 16.7% SWD: 14.9%	All: 18% SED: 25% White: 20% Hispanic: 10% Two or more races: 12% SWD: 12%	All Students: Declined 8.8% Socioeconomically Disadvantaged: Declined 16.8% Students with Disabilities: Declined 34.4% Hispanic: Declined 16.4% White: Declined 7.8% Two or More

						Races: Increased 1.7%
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: 2% SED: 3.7% White: 2.4% Hispanic: 1.9% Two or more races: 3.7%* SWD: 5.5%	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: decreased 0.7% Socioeconomically Disadvantaged: decreased 1.8% Students with Disabilities: decreased 1.2% Hispanic: declined 4.1% White: increased 0.1% Two or More Races: increased 3.7%
4	Pupil Expulsion Rates (DataQuest Expulsion Rate)	0%	0%	0%	Maintain 0%	Maintained 0% expulsion rate.

Goal Analysis for 2026-27

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.

Goal 3 actions were generally implemented as planned. The LEA implemented supports for students with exceptional needs, responsive supports for unduplicated pupils, and family and community engagement activities. These actions were carried out through staff coordination, student support services, family communication, school-based engagement opportunities, and systems intended to identify and respond to student needs.

There were no major programmatic differences between the planned actions and actual implementation. The LEA continued to provide accessible and responsive supports for students with exceptional needs and unduplicated pupils, including academic, social-emotional, behavioral, attendance, and basic-needs supports. The LEA also continued to provide opportunities for family and community engagement, including structures that allowed parents and guardians to participate in school community life and provide feedback on programs and services.

Although the actions were implemented as planned, estimated actual expenditures exceeded planned expenditures for the actions supporting students with exceptional needs and unduplicated pupils. This suggests that actual staffing, service, or support needs were greater than originally projected. Family and community engagement was also implemented slightly above the planned expenditure level. These differences were fiscal rather than substantive implementation differences, and they reflect the LEA's continued effort to respond to student and family needs during the year.

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.

Material differences occurred in Goal 3 expenditures. Total planned expenditures for Goal 3 were \$134,392.00, and total estimated actual expenditures were \$176,373.68. This means estimated actual expenditures exceeded planned expenditures by \$41,981.68.

The action for Accessible and Responsive Schools for Students with Exceptional Needs was budgeted at \$58,196.00 and had estimated actual expenditures of \$78,460.18, an increase of \$20,264.18. The action for Accessible and Responsive Schools for Unduplicated Pupils was also budgeted at \$58,196.00 and had estimated actual expenditures of \$78,460.18, an increase of \$20,264.18. These increases reflect actual student support needs and the costs associated with providing responsive services during the year.

Family and Community Engagement was budgeted at \$18,000.00 and had estimated actual expenditures of \$19,453.32, an increase of \$1,453.32. This indicates that the LEA implemented family and community engagement activities at a slightly higher cost than originally planned.

For Goal 3 contributing actions, planned LCFF contributing expenditures were \$76,196.00, which included \$58,196.00 for Accessible and Responsive Schools for Unduplicated Pupils and \$18,000.00 for Family and Community Engagement. Estimated actual expenditures for contributing actions were \$97,913.50, which included \$78,460.18 for Accessible and Responsive Schools for Unduplicated Pupils and \$19,453.32 for Family and Community Engagement. This represents an increase of \$21,717.50 over planned contributing expenditures for Goal 3.

Using the Estimated Actual LCFF Base Grant of \$2,911,365.00, the planned percentage of improved services for Goal 3 contributing actions was approximately 2.62%, and the estimated actual percentage of improved services was approximately 3.36%. The increase was primarily due to higher-than-planned expenditures for responsive supports for unduplicated pupils.

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

Goal 3 actions were generally effective in making progress toward the goal. The actions helped strengthen systems of support for students and families and contributed to improved student engagement, particularly as reflected in chronic absenteeism data. The

reduction in chronic absenteeism across all reported student groups suggests that the LEA's efforts to identify student needs, work with families, and provide responsive supports had a positive effect on student connection and participation in school.

The action focused on students with exceptional needs supported access to services and helped the LEA respond to academic, behavioral, and social-emotional needs. However, suspension data for students with disabilities indicate that this action should be strengthened in the coming year. While the support structures were implemented, the increase in suspension outcomes for students with disabilities shows a need for deeper implementation of inclusive behavioral supports, staff training, restorative responses, and proactive interventions.

The action focused on unduplicated pupils was effective in supporting attendance and engagement. By providing responsive academic, social-emotional, behavioral, attendance, and basic-needs supports, the LEA helped reduce barriers that can prevent students from fully participating in school. The improvement in chronic absenteeism among socioeconomically disadvantaged students and other reported groups suggests that this action contributed positively to the goal.

Family and community engagement efforts were also effective in supporting the goal. Engagement structures such as Circles of Support, Community Advisory Committee participation, school events, and other opportunities for family input helped build stronger relationships between the school and families. These actions supported parent voice, school-home communication, and shared responsibility for student success.

Overall, the Goal 3 actions supported progress in building a more connected and responsive learning community. The strongest evidence of effectiveness is the improvement in chronic absenteeism and the maintenance of a 0% expulsion rate. The primary area for continued growth is suspension reduction, especially for students with disabilities and other student groups with increasing suspension rates.

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 a review of implementation and outcome data, the LEA will continue Goal 3 with a focus on strengthening responsive supports, improving behavioral outcomes, and deepening family and community engagement. The goal, metrics, and desired outcomes will continue to focus on family engagement, chronic absenteeism, suspension, expulsion, and responsive supports for student groups.

For the coming year, the LEA will continue to identify areas of need for student groups and collaborate with families, staff, and community partners to improve supports. The LEA will continue to prioritize students with exceptional needs and unduplicated pupils, including socioeconomically disadvantaged students, English learners, foster youth, homeless students, and students experiencing barriers to attendance, engagement, or academic progress.

In response to suspension data, the LEA will strengthen implementation of alternatives to suspension, restorative justice practices, inclusive behavioral supports, and proactive intervention systems. The LEA will also implement year-long staff training on Universal

Design for Learning to better meet the academic, behavioral, and social-emotional needs of all students. This training will support more inclusive classroom practices and help staff design learning environments that reduce barriers before students require more intensive intervention.

The LEA will also continue family and community engagement efforts, with attention to making engagement opportunities accessible, meaningful, and connected to student outcomes. The school will continue to use family input to identify needs, refine supports, and strengthen the partnership between home and school. Future implementation will include closer monitoring of participation, student group outcomes, attendance, suspension, and family engagement data so that the LEA can better evaluate which supports are most effective and make timely adjustments throughout the year.

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.	\$74,632.00	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).	\$74,632.00	Yes
Action #3	Family and Community Engagement	Provide avenues where families are valued as active participants in building and fostering strong school and community relationships and connections. Provide information to families on how to support the efforts of the school at home. Build capacity with families to take leadership	\$20,000.00	Yes

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$229,058.00	\$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
6.14%	0.00%	\$0.00	6.14%

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	Low-income students need increased access to rigorous mathematics instruction, academic language, real-world problem-solving, and targeted	This action supports teachers in creating classrooms with rich academic language, engaging mathematics tasks, targeted	CAASPP Mathematics Distance from Standard for all students and socioeconomically disadvantaged students; FastBridge aMath;

	assessment practices. Current mathematics data show continued need. All students declined from 48.2 points below standard at baseline to 59.4 points below standard in the Year 2 outcome, and socioeconomically disadvantaged students declined from 65.9 points below standard to 81.5 points below standard.	assessment, real-world problem-solving, and equitable access to learning. It is provided LEA-wide because low-income students are enrolled across grade levels and classrooms, and improvement in mathematics requires consistent instructional practices across the school. The action is principally directed toward low-income students by strengthening the instructional strategies needed to address their mathematics performance gap, while also improving the quality of mathematics instruction available to all students.	FastBridge CBM Math Automaticity; classroom assessment data; progress-monitoring data; participation in targeted mathematics supports.
Goal 1 Action 2	Low-income students need improved access to rigorous literacy instruction, academic language development, targeted assessment, and differentiated support in English language arts. ELA data show that all students declined from 7.9 points below standard at baseline to 17.2 points below standard in the Year 2 outcome, and socioeconomically disadvantaged students declined from 12.4 points below standard to 23.9 points below standard. Local reading data also show continued need, with FastBridge aReading decreasing from 55.6% to 53.7% of students at or above grade level	This action supports teachers in creating English language arts classrooms with rich academic language, engaging literacy tasks, targeted assessment, and professional learning focused on rigor, depth of knowledge, and adjusting instruction to meet student needs. It is provided LEA-wide because low-income students are served across grade levels and classrooms, and consistent literacy practices are needed schoolwide to improve outcomes. The action is principally directed toward low-income students by improving teacher capacity to provide responsive literacy instruction, academic language support, and targeted assessment for students not yet meeting grade-level expectations.	CAASPP ELA Distance from Standard for all students and socioeconomically disadvantaged students; FastBridge aReading; FastBridge AUTOread; classroom assessment data; progress-monitoring data; participation in literacy supports.

Goal 1 Action 3	Low-income students need targeted academic support in literacy and mathematics. English learners and foster/homeless youth may also need additional supports to access grade-level instruction and participate fully in the instructional program. Current academic data show continued need in both ELA and mathematics, and local FastBridge data show declines in aReading, aMath, and Math Automaticity from baseline.	This action provides tiered interventions using relevant student data to target instruction and monitor progress in literacy and mathematics. Students identified as Title I and unduplicated pupils will be prioritized for intervention services. It is provided LEA-wide because students needing intervention are enrolled across grade levels and classrooms, and a schoolwide tiered system allows the school to identify needs early, provide flexible supports, and monitor progress consistently. The action is principally directed toward low-income students by prioritizing them for intervention access, progress monitoring, research-based materials, technology, and instructional support.	CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge aReading; FastBridge AUTOread; FastBridge aMath; FastBridge CBM Math Automaticity; intervention participation data; intervention progress-monitoring data; teacher referral and classroom assessment data.
Goal 1 Action 5	Low-income students, English learners, and foster/homeless youth need additional academic and social-emotional supports to access grade-level learning and participate successfully in the school program. Student outcome data show continued academic gaps, and attendance and behavior data indicate a need for coordinated supports that reduce barriers to learning and school engagement.	This action provides school support focused on meeting the academic and social-emotional needs of Title I students and unduplicated pupils. It is provided LEA-wide because Title I and unduplicated students are enrolled throughout the school, and schoolwide systems are needed to identify needs, coordinate supports, and reduce barriers to learning. The action is principally directed toward low-income students, English learners, and foster/homeless youth by focusing support systems on students who demonstrate academic, attendance, behavioral, or social-emotional need.	CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge academic assessments; chronic absenteeism rate by student group; attendance rate; suspension rate by student group; school climate survey results; participation in Title I or targeted support services.

Goal 1 Action 6	Low-income students, English learners, and foster/homeless youth may have fewer opportunities to access enrichment, extended learning, physical activity, visual and performing arts, STEM, and other learning opportunities outside the regular instructional day. The school also continues to address engagement needs, including chronic absenteeism for socioeconomically disadvantaged students, which remains above the school's target.	This action provides access to after-school enrichment opportunities, prioritizing unduplicated pupils. These programs extend learning beyond the instructional day and provide academic, physical, and art activities. The action is provided LEA-wide because enrichment opportunities contribute to a connected and inclusive school culture, and unduplicated pupils are enrolled across grade levels. It is principally directed toward low-income students, English learners, and foster/homeless youth through prioritized access, targeted outreach, professional learning for after school staff, and materials that reduce barriers to participation.	Enrichment participation by student group; attendance rate; chronic absenteeism rate by student group; school climate survey results; CAASPP ELA and Mathematics; FastBridge academic assessments; student and family feedback.
Goal 1 Action 7	Low-income students, English learners, and foster/homeless youth need stronger access to differentiated, responsive, and engaging instruction across classrooms. Academic data show continued need in ELA and mathematics, and the LCAP identifies a need to strengthen instructional coherence, assessment practices, intervention systems, inclusive practices, and supports for student groups performing below standard.	This action provides support and training to new and veteran teachers through professional growth systems, Waldorf pedagogy, curriculum development, mentoring, and instructional support. It is provided LEA-wide because unduplicated pupils are enrolled across grade levels and classrooms, and all teachers need shared instructional practices to improve outcomes for these students. The action is principally directed toward low-income students, English learners, and foster/homeless youth by strengthening teacher capacity to differentiate instruction, use assessment data, increase	CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge aReading, AUTOREad, aMath, and CBM Math Automaticity; classroom assessment data; teacher implementation evidence; professional development participation; school climate survey results.

		engagement, and provide accessible learning experiences.	
Goal 1 Action 10	Some unduplicated pupils also have exceptional learning needs and require inclusive practices, coordinated supports, and accessible instruction to fully participate in grade-level learning. The LCAP identifies continued needs related to academic achievement, suspension rates, inclusive behavioral supports, and staff training in proactive intervention strategies.	This action supports implementation of inclusive practices through staff, professional development opportunities, and materials. It is provided LEA-wide because inclusive practices require consistent adult capacity, shared instructional systems, and coordinated supports across classrooms and grade levels. The action is principally directed toward low-income students, English learners, and foster/homeless youth when those students also require additional academic, behavioral, or social-emotional access supports. While students with exceptional needs are not an LCFF unduplicated group by themselves, this action increases and improves services for unduplicated pupils by expanding inclusive practices and access supports for low-income students, English learners, and foster/homeless youth who need additional support to participate successfully in the full school program.	CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge academic assessments; chronic absenteeism rate; suspension rate by student group; school climate survey results; progress-monitoring data; participation in inclusive supports; implementation evidence for UDL, MTSS, and inclusive practices.
Goal 1 Action 11	Low-income students, English learners, and foster/homeless youth need stable, appropriately assigned, credentialed teachers who can provide consistent instruction, build strong relationships, use student data, communicate with families, and deliver differentiated support across grade levels. The school's academic	This action provides appropriately assigned and credentialed class teachers for grades TK-8. It is provided LEA-wide because unduplicated pupils are enrolled throughout the school and benefit from consistent, qualified classroom instruction across all grade levels. The action is principally directed	Teacher Assignment Monitoring Outcomes; CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge academic assessments; classroom assessment data; progress-monitoring data; attendance rate; chronic absenteeism rate; school climate survey results.

	data show continued gaps in ELA and mathematics, especially for socioeconomically disadvantaged students.	toward low-income students, English learners, and foster/homeless youth through teacher use of data, targeted grouping, differentiated instruction, relationship-based classroom practices, family communication, and coordination with intervention and support staff. By strengthening the consistency and quality of classroom instruction across the school, the action is intended to improve academic access and outcomes for unduplicated pupils while also benefiting all students.	
Goal 1 Action 12	Low-income students, English learners, and foster/homeless youth need consistent access to classroom materials that support full participation in the instructional program. Without school-provided materials, students from low-income families may experience barriers to participation in core academics, arts, movement, practical work, science, and other Waldorf-inspired learning experiences.	This action provides classroom materials for all students. It is provided LEA-wide because unduplicated pupils are enrolled across grade levels and classrooms, and classroom materials must be available in each instructional setting to ensure equitable participation. The action is principally directed toward low-income students by removing cost and access barriers that could prevent full participation in learning activities. English learners and foster/homeless youth also benefit from consistent access to materials that support language-rich, hands-on, and experiential instruction.	Access to instructional materials; classroom material availability; teacher feedback; participation in classroom activities; CAASPP ELA and Mathematics; FastBridge academic assessments; school climate survey data related to access and belonging.
Goal 2 Action 3	Low-income students, English learners, and foster/homeless youth need safe, connected, culturally responsive, and supportive learning environments that reduce barriers to attendance, engagement, and positive behavior. The LCAP	This action builds culturally responsive, psychologically, socially, emotionally, and academically safe environments through professional development focused on student engagement, restorative practices, Positive Behavioral Interventions and	Chronic absenteeism rate by student group; attendance rate; suspension rate by student group; school climate survey results for students, families, and staff; behavior referral data if available; participation in restorative,

	identifies the need to reduce chronic absenteeism, strengthen alternatives to suspension, and improve proactive intervention strategies. Suspension rates remain an area of need, including rates of 5.4% for socioeconomically disadvantaged students and 7.9% for students with disabilities in the Year 2 outcome.	Supports, and social-emotional learning. It is provided LEA-wide because school climate improvement requires consistent adult practices, shared expectations, common systems, and coordinated implementation across the campus. The action is principally directed toward unduplicated pupils by addressing the school climate, attendance, engagement, and behavior conditions that can disproportionately affect students experiencing barriers to school participation.	PBIS, SEL, and student support services.
Goal 2 Action 4	Low-income students need consistent access to meals during the school day so that basic needs do not interfere with attendance, engagement, behavior, and learning. The LCAP identifies universal meals as a support that removes barriers to attendance by ensuring that every student receives two nutritious meals per day and is better able to focus and learn.	This action provides two meals each day at no cost each instructional day. It is provided LEA-wide because a universal model reduces stigma, simplifies access, increases participation, and ensures that low-income students receive the service without being singled out. The action is principally directed toward low-income students by addressing a basic need that affects readiness to learn, attendance, engagement, and school connectedness. Although all students may access meals, the universal design is intended to increase and improve services for low-income students through reliable, dignified, and barrier-free access to nutrition during the school day.	Meal participation data; participation by low-income students where available; attendance rate; chronic absenteeism rate for socioeconomically disadvantaged students; school climate survey results; student engagement data; family feedback.
Goal 3 Action 3	Families of low-income students, English learners, and foster/homeless youth may experience barriers to full	This action provides avenues for families to be valued as active participants in building and fostering strong school and community	Priority 3 local indicator; family participation data; attendance rate; chronic absenteeism rate by student group; suspension rate by student

	participation in school programs, communication, leadership, and home-school partnership. The LCAP identifies family engagement, targeted outreach, communication, and opportunities for families to participate in school life and leadership as continuing priorities.	relationships. It provides information to families on how to support school efforts at home and builds family capacity to take leadership roles that address school needs. It is provided LEA-wide because a strong family-school partnership benefits the broader school community, while targeted outreach and communication are principally directed toward low-income families, families of English learners, foster/homeless youth, and other families who may face barriers to participation. The action is intended to improve outcomes for unduplicated pupils by strengthening home-school connection, increasing family understanding of available supports, and improving attendance, engagement, and access to services.	group; school climate survey results; family survey results; participation in advisory groups, school events, conferences, Coffee with the Principal, committee meetings, and family engagement opportunities.
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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	English learners have unique language acquisition needs and require access to both designated and integrated English Language Development instruction in order to access grade-level academic content. Golden Valley Orchard has identified the need to support	This action is limited to English learners because the identified need is specific to English language development and access to academic content through language-supportive instruction. Golden Valley Orchard will provide support for implementation of ELD and content	ELPAC progress; English learner reclassification rate; English learner access to California standards, including ELD standards; CAASPP ELA and mathematics outcomes for English learners where available; classroom assessment data; teacher implementation evidence;

	implementation of ELD and content standards, strengthen teacher capacity to use designated and integrated ELD strategies, and use student data to monitor English learner progress. The school maintained full implementation of English learner access to California standards, including ELD standards, and will continue to build on that foundation to improve English learners' access to rigorous academic instruction.	standards, including support staff and professional learning focused on data analysis, designated ELD instruction, and integrated ELD instruction. These services are designed to increase English learners' access to grade-level standards, strengthen academic language development, and support progress toward English language proficiency and reclassification.	participation in designated and integrated ELD supports; progress-monitoring data used by teachers and support staff.
Goal 3 Action 2	Low-income students need responsive programs, curriculum, instruction, and supports that address barriers to academic achievement, attendance, engagement, school connectedness, and full participation in the school program. Orchard's annual performance review identifies continued academic needs in English language arts and mathematics, including declines for socioeconomically disadvantaged students, as well as a need to continue strengthening intervention systems and supports for student groups performing below standard. Chronic absenteeism improved for all reported student groups, but attendance, engagement, and access to support remain important areas for continued monitoring.	This action is limited to low-income students because it is specifically designed to increase and improve services for unduplicated pupils by reducing barriers to learning, engagement, and full participation in the school program. Golden Valley Orchard will provide accessible and responsive programs, curriculum, instruction, and supports based on student data and educational partner feedback. Services may include targeted outreach, academic support, social-emotional support, access to programs and materials, coordination of services, and follow-up with students and families. The action is designed to improve student engagement, attendance, academic progress, school connectedness, and access to the full educational program for low-income students.	CAASPP ELA and mathematics outcomes for socioeconomically disadvantaged students; FastBridge aReading, AUTOread, aMath, and CBM Math Automaticity; chronic absenteeism rate for socioeconomically disadvantaged students; attendance rate; suspension rate for socioeconomically disadvantaged students; school climate survey results; participation in targeted supports; progress-monitoring data; family outreach and engagement participation.

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 the 2026-27 LCAP, Golden Valley Orchard's limited actions contributing to the increased or improved services requirement are associated with LCFF contributing expenditures rather than a separate Planned Percentage of Improved Services in the Contributing Summary Table. Therefore, a separate methodology for calculating a percentage-only contribution is not applicable. For limited actions, including Goal 1, Action 4, Academic Supports for EL Students, and Goal 3, Action 2, Accessible and Responsive Schools for Unduplicated Pupils, the contribution toward meeting the increased or improved services requirement is calculated through the LCFF funds budgeted for each action. The planned contribution is determined by identifying the LCFF expenditures assigned to the action in the action table and including those expenditures in the total planned contributing expenditures. These expenditures are then used in the proportionality calculation by dividing total planned contributing LCFF expenditures by the projected LCFF base grant, along with any separately identified Planned Percentage of Improved Services, if applicable. Because these limited actions are funded through LCFF expenditures and are not being claimed solely as a percentage of improved services, no additional percentage-only methodology is required. The school will monitor the effectiveness of these limited actions through the metrics identified for each action, including English learner progress, reclassification, CAASPP outcomes, FastBridge assessment data, attendance, chronic absenteeism, suspension rates, school climate survey results, family engagement data, and participation in targeted supports.

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	14.32 to 1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	21 to 1	N/A

2026-27 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 %)
2026-27	\$3,731,149.00	\$229,058.00	6.14%	0.00%	6.14%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$2,897,005.00	\$295,467.00	\$0.00	\$83,655.00	\$3,276,127.00	\$2,098,660.00	\$1,177,467.00

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

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

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0.00%
1	2	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	3	\$0.00	\$44,655.00	\$0.00	\$0.00	\$0.00	\$44,655.00	\$44,655.00	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	\$150,000.00	\$50,172.00	\$61,000.00	\$139,172.00	\$0.00	\$0.00	\$200,172.00	0.00%
1	7	\$0.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	0.00%
1	8	\$231,578.00	\$18,422.00	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00	0.00%
1	9	\$0.00	\$315,471.00	\$315,471.00	\$0.00	\$0.00	\$0.00	\$315,471.00	0.00%
1	10	\$395,648.00	\$100,000.00	\$300,353.00	\$156,295.00	\$0.00	\$39,000.00	\$495,648.00	0.00%
1	11	\$1,087,170.00	\$0.00	\$1,087,170.00	\$0.00	\$0.00	\$0.00	\$1,087,170.00	0.00%
1	12	\$0.00	\$60,000.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	0.00%
2	1	\$0.00	\$367,747.00	\$367,747.00	\$0.00	\$0.00	\$0.00	\$367,747.00	0.00%
2	2	\$40,000.00	\$0.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00	0.00%
2	3	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	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	\$74,632.00	\$0.00	\$74,632.00	\$0.00	\$0.00	\$0.00	\$74,632.00	0.00%
3	2	\$74,632.00	\$0.00	\$74,632.00	\$0.00	\$0.00	\$0.00	\$74,632.00	0.00%
3	3	\$0.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	0.00%

2026-27 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)
\$3,731,149.00	\$229,058.00	6.14%	0.00%	6.14%	\$1,849,155.00	0.00%	49.56%

Totals by Type	Total LCFF Funds
Total:	\$1,849,155.00
LEA-wide Total:	\$2,777,373.00
Limited Total:	\$119,632.00
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	\$5,000.00	0.00%
1	2	English Language Arts	Yes	LEA-Wide	Low Income	All Schools	\$5,000.00	0.00%
1	3	Interventions	Yes	LEA-Wide	Low Income	All Schools	\$0.00	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 & Foster Youth, EL	All Schools	\$0.00	0.00%
1	6	After School Program	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$61,000.00	0.00%
1	7	Professional Development	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$20,000.00	0.00%
1	10	Supports and Services for Students with Exceptional Needs	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$300,353.00	0.00%
1	11	Class Teachers	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$1,087,170.00	0.00%
1	12	Classroom Materials	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$60,000.00	0.00%
2	3	School Climate Improvement	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$1,000.00	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 (%)
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	\$74,632.00	0.00%
3	3	Family and Community Engagement	Yes	LEA-Wide	Low Income, Homeless & Foster Youth, EL	All Schools	\$20,000.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$3,065,058.00	\$3,087,109.91

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Math	Yes	\$10,300.00	\$5,847.91
1	2	English Language Arts	Yes	\$10,300.00	\$4,124.48
1	3	Interventions	Yes	\$69,300.00	\$68,077.71

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	4	Academic Supports for EL Students	Yes	\$45,000.00	\$46,103.52
1	5	Title I Supports	Yes	\$0.00	\$0.00
1	6	Enrichment Opportunities	Yes	\$250,000.00	\$229,098.25
1	7	Professional Development	Yes	\$33,380.00	\$16,952.40
1	8	Specialty Classes	No	\$237,340.00	\$186,082.93
1	9	Central Office System Supports for Continuous Improvement	No	\$303,471.00	\$247,356.73
1	10	Supports and Services for Students with Exceptional Needs	Yes	\$319,411.00	\$369,279.79
1	11	Class Teachers	Yes	\$1,019,312.00	\$1,112,272.49
1	12	Classroom Materials	Yes	\$27,500.00	\$30,973.25
2	1	Facility	No	\$361,852.00	\$361,852.00
2	2	Mindfulness Room	No	\$70,000.00	\$49,801.90
2	3	School Climate Improvement	Yes	\$3,500.00	\$1,500.00
2	4	Universal Meals	Yes	\$170,000.00	\$181,412.87
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	No	\$58,196.00	\$78,460.18
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	\$58,196.00	\$78,460.18
3	3	Family and Community Engagement	Yes	\$18,000.00	\$19,453.32

2025-26 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	\$1,849,068.00	\$1,993,872.78	(\$144,804.78)	63.20%	68.16%	4.96%

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%	0.09%
1	2	English Language Arts	Yes	\$0.00	\$0.00	0.00%	0.00%
1	3	Interventions	Yes	\$59,000.00	\$57,777.71	2.03%	1.98%
1	4	Academic Supports for EL Students	Yes	\$45,000.00	\$46,103.52	1.55%	1.58%
1	5	Title I Supports	Yes	\$0.00	\$0.00	0.00%	0.00%
1	6	Enrichment Opportunities	Yes	\$250,000.00	\$229,098.25	8.59%	7.87%
1	7	Professional Development	Yes	\$28,560.00	\$16,952.40	0.98%	0.58%

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	\$170,000.00	\$219,868.79	5.84%	7.55%
1	11	Class Teachers	Yes	\$1,019,312.00	\$1,112,272.49	35.01%	38.20%
1	12	Classroom Materials	Yes	\$27,500.00	\$30,973.25	0.62%	0.67%
2	3	School Climate Improvement	Yes	\$3,500.00	\$1,500.00	0.12%	0.05%
2	4	Universal Meals	Yes	\$170,000.00	\$181,412.87	5.84%	6.23%
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	\$58,196.00	\$78,460.18	2.00%	2.69%
3	3	Family and Community Engagement	Yes	\$18,000.00	\$19,453.32	0.62%	0.67%

2025-26 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%	\$1,993,872.78	68.16%	136.65%	\$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.
 - 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

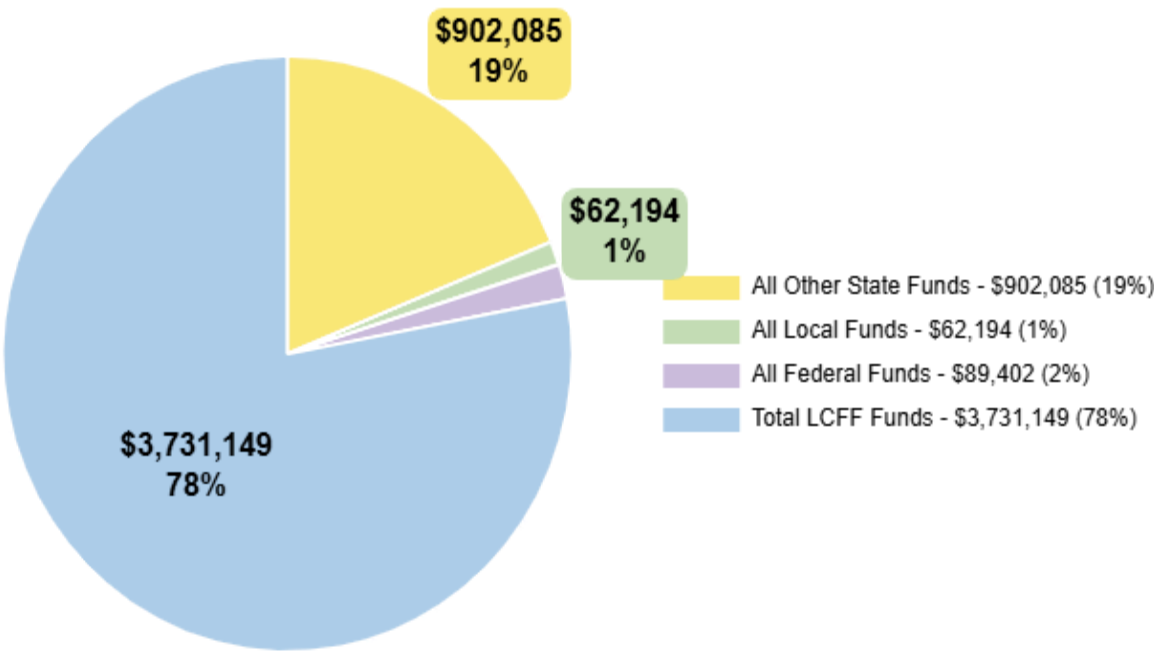
School Year: 2026-27

LEA Contact Information: Jennifer Hoover | jhoover@goldenvalleycharter.org | 916-542-7481

School districts receive funding from different sources: state funds under the Local Commprove 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 2026-27 School Year

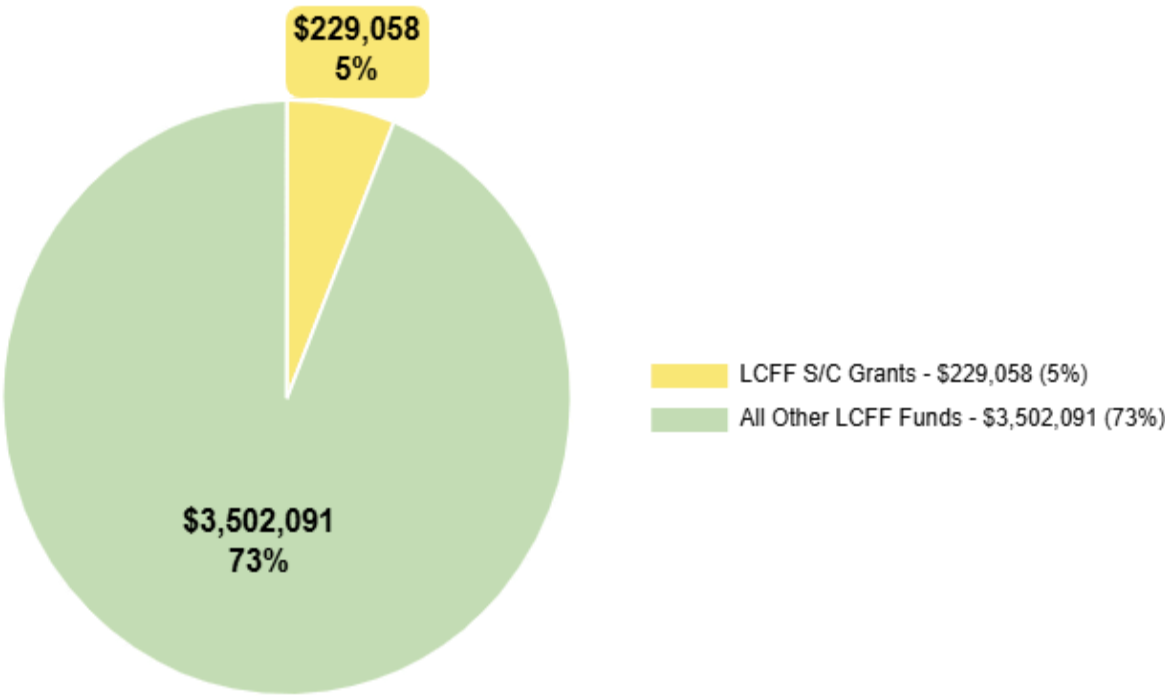
Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$902,085	19%
All Local Funds	\$62,194	1%

Source	Funds	Percentage
All Federal Funds	\$89,402	2%
Total LCFF Funds	\$3,731,149	78%

Breakdown of Total LCFF Funds



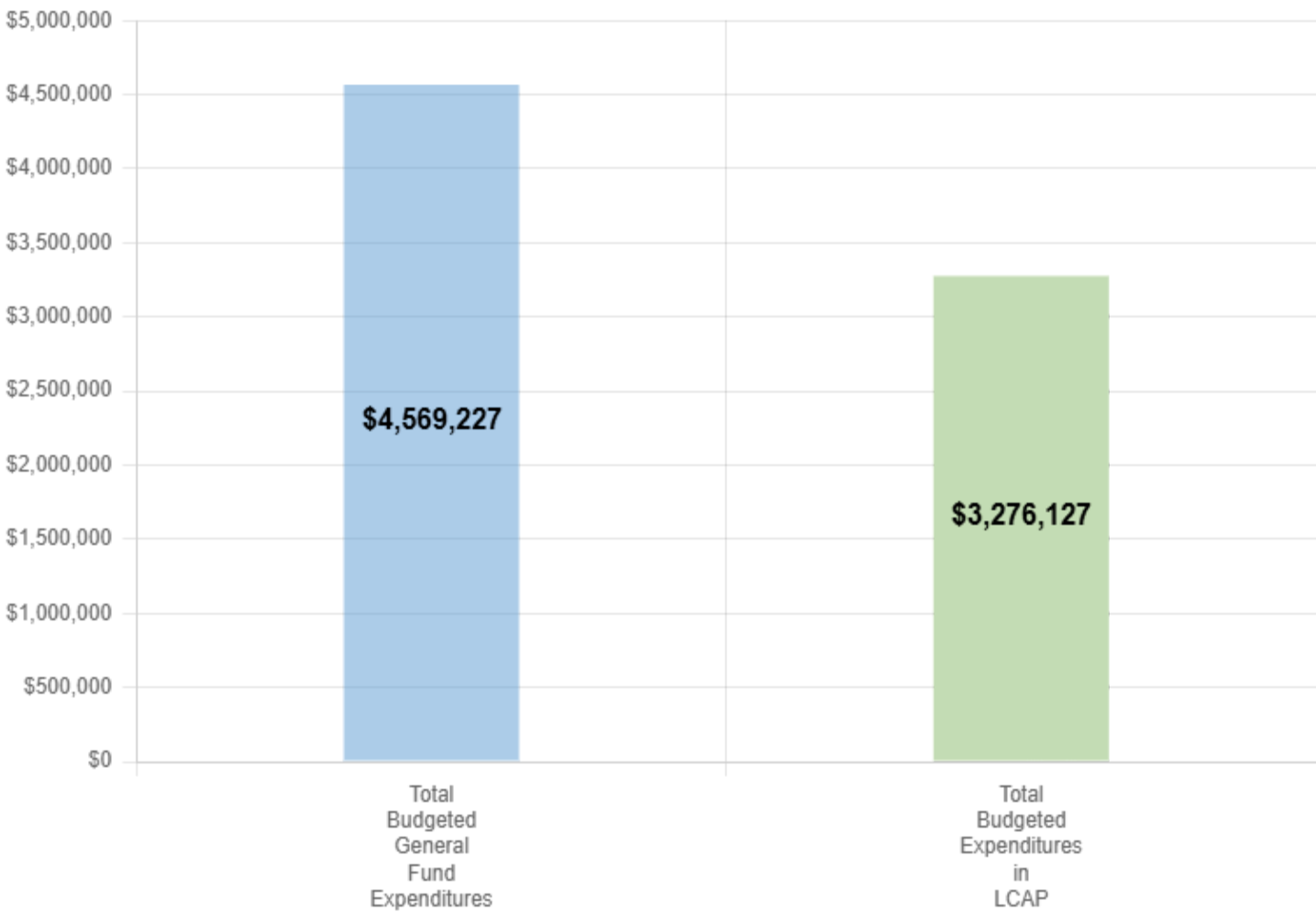
Source	Funds	Percentage
LCFF S/C Grants	\$229,058	5%
All Other LCFF Funds	\$3,502,091	73%

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 \$4,784,830, of which \$3,731,149 is Local Control Funding Formula (LCFF), \$902,085 is other state funds, \$62,194 is local funds, and \$89,402 is federal funds. Of the \$3,731,149 in LCFF Funds, \$229,058 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

Golden Valley Orchard plans to spend \$4,569,227 for the 2026-27 school year. Of that amount, \$3,276,127 is tied to actions/services in the LCAP and \$1,293,100 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.

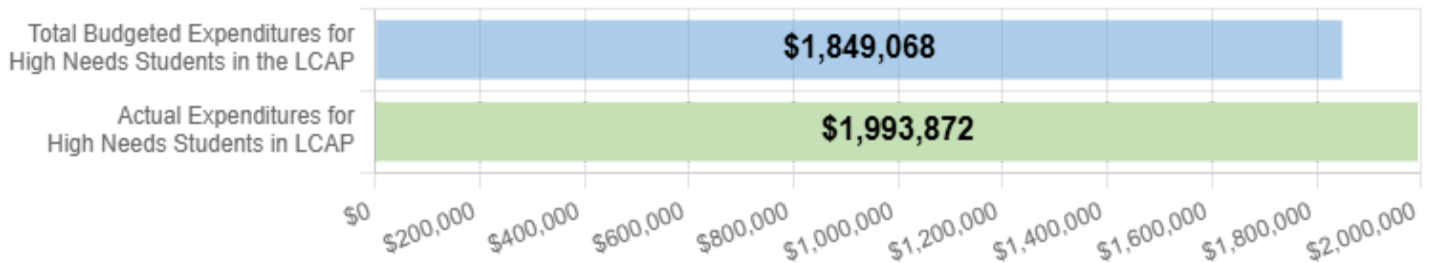
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Golden Valley Orchard is projecting it will receive \$229,058 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 \$1,849,155 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26

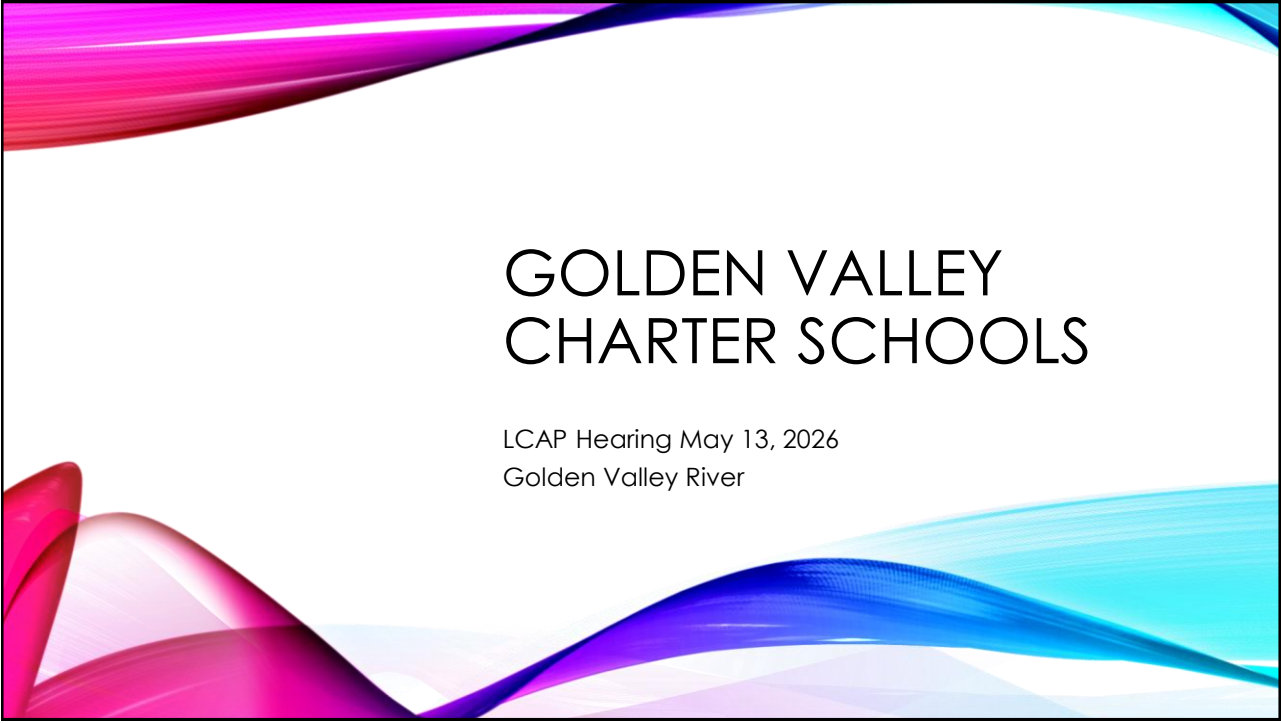
Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2025-26, Golden Valley Orchard's LCAP budgeted \$1,849,068 for planned actions to increase or improve services for high needs students. Golden Valley Orchard actually spent \$1,993,872 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$-144,804 had the following impact on Golden Valley Orchard's ability to increase or improve services for high needs students:

The total actual expenditures were not less than the total budgeted expenditures. Actual contributing expenditures exceeded planned expenditures, and the estimated actual percentage of improved services was higher than planned. Therefore, there was no reduction in increased or improved services for high needs students, and the LEA generated no LCFF carryover.



GOLDEN VALLEY CHARTER SCHOOLS

LCAP Hearing May 13, 2026
Golden Valley River

1



LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) 2026-27

- Purpose of Hearing
- Year 2 Update and Adjustments for Year 3
- Educational Partner Engagement
- Drafts of LCAP Reports

2

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:



3

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 2 Outcome	Target for Year 3 Outcome
Appropriately assigned teachers	89.3% of teachers are clear out of the 14.7 FTE teachers	93.6% 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

4

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 2 Outcome	Target for Year 3 Outcome
Pupil achievement on statewide assessments- ELA Academic Indicator (DFS)	<u>All</u> : -16.9 points <u>SED</u> : -26.5 points <u>White</u> : -16.5 points <u>Hispanic</u> : -20.6 points <u>SWD</u> : -65.6 points	<u>All</u> : -7 points <u>SED</u> : -40.3 points <u>White</u> : -8.1 points <u>Hispanic</u> : -7.7 points <u>Two or More Races</u> : 9.3 points <u>SWD</u> : -58.4 points	At or above: <u>All</u> : -10 points <u>SED</u> : -20 points <u>White</u> : -13 points <u>Hispanic</u> : -16 points <u>Two or More Races</u> : -8 <u>SWD</u> : -60 points
Pupil achievement on statewide assessments- Mathematics Academic Indicator (DFS)	<u>All</u> : -71.5 points <u>SED</u> : -81.4 points <u>White</u> : -68.2 points <u>Hispanic</u> : -80.2 points <u>SWD</u> : -150.8 points*	<u>All</u> : -59.4 points <u>SED</u> : -66.2 points <u>White</u> : -67.6 points <u>Hispanic</u> : -55.2 points <u>Two or More Races</u> : -21.7 <u>SWD</u> : -122 points	<u>All</u> : -65 points <u>SED</u> : -76 points <u>White</u> : -63 points <u>Hispanic</u> : -75 points <u>Two or More Races</u> : -35 <u>SWD</u> : -145 points

5

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 2 Outcome	Target for Year 3 Outcome
Pupil achievement on statewide assessments- CAST	21.17% of students met or exceeded standards for science	24.07% students met or exceeded standard for science; 50.7 points on CA School Dashboard	30% students met or exceeded standard for science.
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	66.7% 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

6

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 2 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	59.3% 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	51.9% 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 CBM Math Automaticity	55.8% of students in grade 3-8 are at or above grade level	54.6% 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

7

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:



8

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 2 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%	95.7% (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: Parents: Students:	Overall School Climate: Staff: 4.27 Parents: 4.18 Students: 3.85

9

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

10

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 2 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	<u>All</u> : 27.8% <u>SED</u> : 33.6% <u>White</u> : 26.3% <u>Hispanic</u> : 34.8% <u>Two or more races</u> : 37.5%* <u>SWD</u> : 35.3%	<u>All</u> : 12.8% <u>SED</u> : 21.7% <u>White</u> : 14.1% <u>Hispanic</u> : 13.8% <u>Two or more races</u> : 5.1% <u>SWD</u> : 14.5%	<u>All</u> : 10% <u>SED</u> : 15% <u>White</u> : 12% <u>Hispanic</u> : 10% <u>Two or more races</u> : 4% <u>SWD</u> : 12%

11

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 2 Outcome	Target for Year 3 Outcome
Pupil Suspension Rates	<u>All</u> : 1.9% <u>SED</u> : 3.5% <u>SWD</u> : 5.7% <u>Hispanic</u> : 1.5% <u>White</u> : 2.3% <u>Two or more races</u> : 0%	<u>All</u> : 1% <u>SED</u> : 2.4% <u>SWD</u> : 0% <u>Hispanic</u> : 0% <u>White</u> : 1% <u>Two or More Races</u> : 2.5%	Maintain 1% or lower for all student groups
Pupil Expulsion Rates	0%	0%	Maintain 0%

12

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) by May 22nd, by emailing Jennifer Hoover jhoover@goldenvalleycharter.org.

13

QUESTION & ANSWER

14

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	Jennifer Hoover Executive Director	jhoover@goldenvalleycharter.org (916) 542-7481

Plan Summary 2026-27

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 River is a directly funded public charter school serving students in grades K-8 in Orangevale, California. The school is located at 9601 Lake Natoma Drive and is authorized through San Juan Unified School District. Golden Valley River has been an active charter school since August 27, 2007, and serves students through a traditional, in-person instructional program.

Golden Valley River provides a public Waldorf-inspired educational program designed to support the development of the whole child. The school’s instructional program emphasizes developmentally appropriate academics, the arts, music, movement, environmental and experiential learning, social-emotional growth, and meaningful relationships among students, staff, and families. The school’s LCAP continues to organize its work around three broad goals: providing a developmentally appropriate education, maintaining an intentional culture of care, and strengthening a vibrant learning community. These goals are aligned to state priorities and reflect the school’s ongoing review of state and local data, educational partner feedback, and the needs of student groups.

During the 2026-27 LCAP year, Golden Valley River will continue to focus on improving student academic outcomes, strengthening inclusive practices, supporting safe and connected school culture, improving attendance, and ensuring that families are active partners in the school community. The plan includes continued investment in academic supports, interventions, English learner services, enrichment opportunities, professional development, student supports, school climate improvement, and family engagement.

Reflections: Annual Performance

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

Golden Valley River reviewed the 2025 California School Dashboard, local assessment data, attendance and behavior data, school climate survey results, educational partner feedback, a needs assessment completed by the LEA, and the Annual Update to evaluate progress

toward the goals in the LCAP. This review showed that the school maintained important strengths in access to the instructional program, broad course of study, school safety, and family engagement, while also identifying continued needs in academic achievement, subgroup performance, school climate, chronic absenteeism, and suspension rates.

Golden Valley River maintained strong foundational conditions for learning. The school provided all students with access to standards-aligned instructional materials, implemented academic content standards, provided English learners with access to California standards including ELD standards, and maintained access to a broad course of study. The school also maintained facilities in good repair, maintained a 0% middle school dropout rate, and maintained a 0% expulsion rate. These results demonstrate that the school continues to provide the basic conditions necessary for student learning, safety, and participation in a comprehensive Waldorf-inspired educational program.

Academic performance showed areas of growth and areas requiring continued attention. In English language arts, all students improved from 16.9 points below standard at baseline to 7 points below standard in the Year 2 outcome. Several student groups also improved, including White students, Hispanic students, and students with disabilities. However, socioeconomically disadvantaged students declined from 26.5 points below standard to 40.3 points below standard, showing a need for more targeted literacy support for low-income students.

In mathematics, the school demonstrated stronger overall progress. All students improved from 71.5 points below standard at baseline to 59.4 points below standard in the Year 2 outcome. Socioeconomically disadvantaged students improved from 81.4 points below standard to 66.2 points below standard, Hispanic students improved from 80.2 points below standard to 55.2 points below standard, students with two or more races improved from 37.8 points below standard to 21.7 points below standard, and students with disabilities improved from 150.8 points below standard to 122 points below standard. These results indicate that mathematics actions and supports contributed to improvement for several student groups, while also showing that overall mathematics performance remains below standard and will require continued attention.

Local assessment data also showed mixed results. FastBridge reading and mathematics results indicate a need for continued academic monitoring, intervention, and instructional alignment. The school will continue to use local assessment data, CAASPP results, classroom assessments, and teacher input to identify students needing support and to refine intervention, differentiation, and progress-monitoring systems. Particular attention will be given to socioeconomically disadvantaged students, students with disabilities, English learners, and students not yet meeting grade-level expectations.

Attendance and engagement showed meaningful improvement. Chronic absenteeism declined substantially across reported student groups. The all-student chronic absenteeism rate declined from 27.8% at baseline to 12.8% in the Year 2 outcome. Socioeconomically disadvantaged students declined from 33.6% to 21.7%, students with disabilities declined from 35.3% to 14.5%, Hispanic students declined from 34.8% to 13.8%, White students declined from 26.3% to 14.1%, and students with two or more races declined from 37.5% to 5.1%. These reductions reflect significant progress in student engagement and attendance. However, some student groups remain above the school's desired outcome of 10% or lower, so reducing chronic absenteeism will remain a priority.

The LEA's needs assessment confirmed that extended learning and attendance recovery are appropriate strategies to address identified student needs. Golden Valley River used Learning Recovery Emergency Block Grant funds to support after school programming and attendance recovery in response to needs identified through the LEA's review of Dashboard data, local assessment results, attendance data, school climate information, educational partner feedback, and other local indicators. The after school program was designed to provide additional academic support, enrichment, connection to school, and structured opportunities for students who may benefit from extended learning time beyond the regular instructional day. Attendance recovery activities were implemented to help reengage students, reduce learning loss associated with absences, and support improved student attendance and participation. These LREBG-funded efforts are aligned with the identified needs in academic achievement, chronic absenteeism, student engagement, and school climate, and they complement the LCAP actions focused on intervention, attendance supports, school connectedness, and responsive services for students with the greatest needs.

Suspension data also showed overall improvement. The all-student suspension rate decreased from 1.9% at baseline to 1.0% in the Year 2 outcome. Socioeconomically disadvantaged students decreased from 3.5% to 2.4%, students with disabilities decreased from 5.7% to 0%, Hispanic students decreased from 1.5% to 0%, and White students decreased from 2.3% to 1.0%. Students with two or more races increased from 0% to 2.5%, which will require monitoring and targeted support. Overall, the decrease in suspensions indicates progress in strengthening student supports, school climate, and behavioral practices.

School climate results were mixed. Student climate survey results improved, indicating that students reported a stronger sense of school climate and connection. However, staff and parent climate results declined. These results suggest that while students are experiencing improvement, the school needs to continue strengthening communication, leadership coherence, staff collaboration, shared expectations, and family partnership. Educational partner feedback also identified the importance of improving adult alignment, supporting staff, and deepening shared commitment to the school’s mission, vision, and values.

Educational partner engagement confirmed many of the priorities identified through data. Families, faculty, staff, students, committees, the Finance Committee, and the Governing Board provided input through meetings, climate surveys, Coffee with the Principal, schoolwide meetings, committee meetings, Board and Finance Committee meetings, and the LCAP mid-year update. Feedback emphasized the importance of continuing a developmentally appropriate Waldorf-inspired program while strengthening academic intervention, communication, attendance supports, school climate, family engagement, and inclusive practices.

Based on the annual performance review and LEA needs assessment, Golden Valley River will continue its three-goal structure focused on a developmentally appropriate education, an intentional culture of care, and a vibrant learning community. The school will continue actions related to mathematics, English language arts, intervention, English learner supports, enrichment, professional development, inclusive practices, school climate, universal meals, responsive supports for unduplicated pupils, and family engagement. The school will also strengthen monitoring systems to ensure that actions and expenditures, including LREBG-funded after school programming and attendance recovery activities, are clearly connected to identified needs and improved outcomes for students.

In 2026-27, Golden Valley River will give particular attention to improving ELA outcomes for socioeconomically disadvantaged students, sustaining and accelerating mathematics growth, continuing to reduce chronic absenteeism, maintaining low suspension and expulsion rates, improving staff and family climate survey results, and ensuring that low-income students, English learners, foster/homeless youth, students with disabilities, and other student groups demonstrating need receive targeted and effective support. The school will continue to monitor the effectiveness of after school programming, attendance recovery, academic intervention, and engagement supports through attendance data, local assessment results, participation data, stakeholder feedback, and progress toward LCAP metrics.

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.

Golden Valley River does not have any schools identified for Comprehensive Support and Improvement for the 2026–27 LCAP year. Therefore, this section is 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. Golden Valley River has not been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable. Golden Valley River has not been identified for Comprehensive Support and Improvement. The school will continue to monitor the effectiveness of its LCAP goals, actions, and services through Dashboard indicators, local assessment data, attendance data, suspension and expulsion data, school climate survey results, educational partner feedback, and annual review of implementation and expenditures.

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
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1. Students	Students were engaged through school climate surveys and ongoing schoolwide activities. The climate survey provided students with an opportunity to share their experiences related to school safety, belonging, relationships, engagement, and support. Student feedback was reviewed alongside academic, attendance, and behavior data to identify areas of strength and areas needing improvement.
2. Parents and Families	Parents and families were engaged through parent meetings, Coffee with the Principal, schoolwide meetings, committee meetings, climate surveys, and opportunities to provide input during the LCAP development and annual update process. These opportunities allowed families to share feedback on school climate, communication, academic supports, student engagement, attendance, enrichment, and family participation.
3. Faculty/Certificated Staff	Faculty were engaged through faculty meetings, staff climate surveys, schoolwide meetings, committee participation, and discussions connected to the LCAP mid-year update. Teachers provided feedback on academic outcomes, intervention needs, curriculum implementation, professional development, student supports, school climate, and the effectiveness of current LCAP actions.
4. Classified Staff	Classified staff were engaged through staff meetings, school climate survey opportunities, schoolwide meetings, and participation in discussions related to student support, campus operations, school climate, and implementation of LCAP actions. Their input helped identify operational and student-support needs connected to safety, engagement, communication, and schoolwide systems.
5. Leadership Team Members	School administration engaged educational partners through Coffee with the Principal, parent and faculty meetings, committee meetings, schoolwide meetings, climate survey review, and presentation of the LCAP mid-year update. Administration reviewed state and local data, gathered feedback from partner groups, and used the information to refine goals, actions, metrics, and resource allocations.
6. Unduplicated Pupil Educational Partners	Educational partners representing the needs of low-income students, English learners, and foster/homeless youth were engaged through parent meetings, staff meetings, schoolwide meetings, committee discussions, climate surveys, and review of academic, attendance, and engagement data. Feedback was used to identify barriers to learning, attendance, participation, and access to supports and enrichment.
7. Students with Disabilities / Special Education Educational Partners	Families and staff connected to students with disabilities were engaged through parent and staff feedback opportunities, committee meetings, schoolwide meetings, review of local and state data, and discussions about inclusive practices and student supports. Input focused on access to instruction, academic intervention, social-emotional support, behavior support, staffing, service coordination, and inclusive practices.
8. Finance Committee	The Finance Committee was engaged through public committee meetings focused on budget development, fiscal planning, expenditure review, and alignment of resources to LCAP goals and actions. Feedback from the Finance Committee informed resource allocation decisions and helped ensure that budgeted expenditures were connected to identified student needs and planned services.
9. Governing Board	The Governing Board was engaged through public Board meetings, review of the LCAP mid-year update, discussion of annual update data, and consideration of the proposed LCAP. Board members reviewed educational partner feedback, student outcome data, implementation information, and budget alignment before adoption.
10. Community Members / School Community	The broader school community was engaged through schoolwide meetings, community events, committee participation, Coffee with the Principal, surveys, and public meeting opportunities. These engagement structures

allowed community members to provide feedback on school culture, communication, family participation, enrichment opportunities, and priorities for continued improvement.

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

Golden Valley River engaged educational partners throughout the LCAP development and annual update process using multiple opportunities for input, discussion, and review. Engagement activities included parent and faculty meetings, schoolwide meetings, Coffee with the Principal, committee meetings, Board meetings, Finance Committee meetings, staff meetings, climate surveys for students, staff, and families, and presentation and discussion of the LCAP mid-year update. These opportunities allowed the school to gather feedback from families, students, teachers, classified staff, administrators, advisory groups, and governance groups regarding student outcomes, school climate, attendance, academic progress, family engagement, and resource allocation.

The school used both formal and informal engagement methods. Formal structures included Board and Finance Committee meetings, schoolwide meetings, committee meetings, and the LCAP mid-year update, where educational partners reviewed data, discussed implementation of current actions, and considered priorities for the coming year. Informal and relationship-based opportunities, such as Coffee with the Principal and parent/faculty meetings, provided additional space for families and staff to share concerns, ask questions, and identify needs related to academics, communication, student support, school culture, and the overall school experience.

Climate survey results from students, staff, and families were also reviewed as part of the engagement process. Survey data provided feedback on perceptions of safety, belonging, communication, relationships, school climate, and support systems. These data helped the school identify strengths, including areas where students reported improvement in their school experience, as well as areas needing continued attention, including staff and family climate, communication, adult alignment, and shared implementation of schoolwide expectations.

Educational partner feedback highlighted the importance of continuing a developmentally appropriate, Waldorf-inspired educational program while strengthening academic supports, intervention, and progress monitoring. Families and staff expressed support for maintaining a broad course of study, enrichment opportunities, specialty programming, and access to arts, movement, music, and experiential learning. At the same time, feedback and student outcome data indicated a need for continued focus on English language arts, mathematics, academic intervention, English learner supports, and inclusive instructional practices.

Feedback also emphasized the importance of maintaining a safe, caring, and connected school environment. Educational partners identified the need to continue supporting students' social-emotional and behavioral needs through school climate work, restorative practices, the Renewal Room, positive behavior supports, and consistent adult practices. Climate survey data and meeting feedback indicated that the school should continue strengthening communication, leadership coherence, staff collaboration, and shared commitment to the school's mission, vision, and values.

Families and staff also identified attendance, engagement, and family partnership as continuing priorities. Input from meetings, committees, and the LCAP mid-year update reinforced the need for targeted outreach, improved communication with families, and continued opportunities for families to participate in school life and leadership. These themes were especially important in relation to chronic absenteeism, student engagement, and the school's efforts to support unduplicated pupils, students with disabilities, and students who need additional academic,

behavioral, or social-emotional support.

This feedback directly influenced the 2026-27 LCAP. The school maintained its three-goal structure focused on a developmentally appropriate education, an intentional culture of care, and a vibrant learning community. Educational partner input supported the continuation of actions related to mathematics and English language arts instruction, intervention, English learner supports, enrichment opportunities, professional development, inclusive practices, class teachers, classroom materials, facility maintenance, the Renewal Room, school climate improvement, universal meals, responsive supports for student groups, and family and community engagement.

In response to educational partner feedback and outcome data, the LCAP continues to prioritize stronger implementation monitoring, more consistent use of student data, targeted academic intervention, schoolwide culture-building, family engagement, and professional development. The plan also reflects the need to strengthen staff capacity through professional learning in areas such as Universal Design for Learning, Multi-Tiered System of Supports, differentiation, restorative practices, and social-emotional learning. Through these actions, Golden Valley River will continue to use educational partner feedback as part of its continuous improvement process and will monitor whether LCAP actions are improving outcomes for all students, particularly low-income students, English learners, foster/homeless youth, students with disabilities, and other student groups demonstrating need.

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.	93.6% of teachers are clear out of the 15 FTE teachers.	85% of teachers or higher will be clear out of the FTE teachers.	The percentage of clear teachers increased 4.3% 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.	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.	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	Full Implementation	Maintained Full Implementation
5	Pupil Achievement on Statewide Assessments (ELA Academic Indicator: Distance from Standard (DFS))	All students 16.9 points below standard; socioeconomically disadvantaged students 26.5 points below standard; white students 16.5	All students 19 points below standard; socioeconomically disadvantaged students 41.2 points below standard; white students 26.3	All students 7 points below standard; socioeconomically disadvantaged students 40.3 points below standard; white students 8.1 points below	Each student group listed will score at or above the following distance from standard: All students 10 points below standard; socioeconomically	All students group scores increased 9.9 points; socioeconomically disadvantaged students scores decreased 13.8 points; white

		points below standard; hispanic students 20.6 below standard; students with disabilities 65.6 points below standard	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.	standard; Hispanic students 7.7 below standard; student with two or more races 9.3 points above standard; students with disabilities 58.4 points below standard.	disadvantaged students 20 points below standard; white students 13 points below standard; hispanic students 16 below standard; students with disabilities 60 points below standard.	students scores increased 8.4 points; Hispanic students scores increased 12.9 points; students with disabilities scores increased 7.2 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 122.7 points below standard.	All students 59.4 points below standard; socioeconomically disadvantaged students 66.2 points below standard; white students 67.6 points below standard; Hispanic students 55.2 below standard; student with two or more races 21.7 points below standard; students with disabilities 122 points below standard.	Each student group listed will score at or above the following distance from standard: All students 65 points below standard; socioeconomically disadvantaged students 76 points below standard; white students 63 points below standard; hispanic students 75 below standard; students with disabilities 145 points below standard.	All students group scores increased 12.1 points; socioeconomically disadvantaged students scores increased 15.2 points; white students scores increased 0.6 points; Hispanic students scores increased 25 points; students with disabilities scores increased 28.8 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	24.07% of students met or exceeded standards for science; 50.7 points on CA School Dashboard (an increase of 4.4 points),socioeconomically disadvantaged students 47.7 points	30% students met or exceeded standard for science.	The percentage of students that met or exceeded standards for science declined by 3.1% from baseline scores. Starting on the 2024 Dashboard, CAST scores are posted for schools. For

			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.	(increase of 9.8 points), and white 50.1 points (an increase of 4.4 points). The Dashboard changed the metric for science from 2024 dashboard to the 2025 dashboard and no longer uses a DFS metric, but uses points.		2025 CAST scores GVRs performed as follows: All students increased 4.4 points, socioeconomically disadvantaged students increased 9.8 points, and white students increased 4.4 points.
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 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.	66.7% 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 increased by 5.2%
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.	59.3% 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 3.5%.
11	Other Pupil Outcomes	47.9% of students at or above grade level	47.9% of students in grade 3-8 are at or	51.9% of students in grade 3-8 are at or	51% of students at or above grade level	The percent of students in grade 3-

	(Fastbridge aMath percent of students at or above grade level)	on the Fastbridge aMath assessment.	above grade level on the aMath assessment.	above grade level on the aMath assessment.	on the Fastbridge aMath assessment.	8 are at or above grade level on the aMath assessment increased 4%.
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.	54.6% of students at or above grade level on the Fastbridge CBM Math Automaticity assessment.	57% of students at or above grade level on the Fastbridge CBM Math Automaticity assessment.	The percent of students in grade 3-8 are at or above grade level on the Math Automaticity assessment decreased by 1.2%.

Goal Analysis for 2026-27

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.

Goal 1 was implemented substantially as planned. Golden Valley River continued to provide students with access to a comprehensive public Waldorf-inspired curriculum, including mathematics, English language arts, intervention, English learner supports, enrichment opportunities, professional development, specialty classes, supports and services for students with exceptional needs, class teachers, and classroom materials. The school also maintained key conditions for learning, including 100% access to standards-aligned instructional materials, full implementation of academic content standards, full implementation of English learner access to California standards including ELD standards, and access to a broad course of study.

Implementation differences were primarily related to staffing, program participation, and actual service costs. Specialty classes were implemented, but actual expenditures were lower than planned. Professional development was also lower than planned, reflecting lower-than-anticipated participation in some training activities. In contrast, enrichment opportunities, supports and services for students with exceptional needs, class teachers, central office system supports, and classroom materials exceeded planned expenditures. These differences did not prevent the school from implementing the planned actions, but they did affect the level and distribution of expenditures across the goal.

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.

Goal 1 had several material differences between budgeted and estimated actual expenditures. Math was budgeted at \$9,619 and had estimated actual expenditures of \$5,847.93. English Language Arts was budgeted at \$9,619 and had estimated actual expenditures of \$5,139.37. Intervention was budgeted at \$109,619 and had estimated actual expenditures of \$70,654.05. Professional Development was budgeted at \$36,759 and had estimated actual expenditures of \$15,717.81. Specialty Classes were budgeted at \$242,855 and had estimated

actual expenditures of \$235,106.70. These variances reflect lower actual costs for some materials, staffing, and professional learning activities than originally projected.

Several Goal 1 actions exceeded their budgeted amounts. Enrichment Opportunities were budgeted at \$117,402 and had estimated actual expenditures of \$206,255.17. Central Office System Supports were budgeted at \$328,023 and had estimated actual expenditures of \$384,563.98. Supports and Services for Students with Exceptional Needs were budgeted at \$320,272 and had estimated actual expenditures of \$365,183.54. Class Teachers were budgeted at \$958,109 and had estimated actual expenditures of \$1,097,001.09. Classroom Materials were budgeted at \$32,500 and had estimated actual expenditures of \$39,691.26. These increases were associated with additional staffing costs, increased service needs, higher benefit costs, and additional classroom/program needs.

For Goal 1 contributing actions, the Contributing Actions Annual Update Table shows that the estimated actual level of increased or improved services was generally higher than planned for several major actions. Intervention decreased from 2.40% planned to 2.00% estimated actual. Academic Supports for EL Students remained essentially consistent at 1.48% planned and 1.48% estimated actual. Enrichment Opportunities increased from 3.85% planned to 6.77% estimated actual. Professional Development decreased from 1.00% planned to 0.52% estimated actual. Supports and Services for Students with Exceptional Needs increased from 5.25% planned to 6.72% estimated actual. Class Teachers increased from 31.44% planned to 36.00% estimated actual. Math, English Language Arts, and Title I Supports remained at 0.00% planned and 0.00% estimated actual because no LCFF contributing expenditures or percentage of improved services were reported for those actions.

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

Goal 1 actions were partially effective in making progress toward the goal of providing all students with access to a comprehensive, rigorous, relevant, engaging, and developmentally appropriate Waldorf-inspired education. The school maintained important foundational conditions for learning, including access to standards-aligned instructional materials, full implementation of academic content standards, full implementation of English learner access to standards including ELD standards, and access to a broad course of study. These results indicate that the school successfully maintained the core instructional conditions necessary to implement the educational program.

Academic outcomes showed growth in several areas, while also identifying continued needs. In English language arts, all students improved from 16.9 points below standard at baseline to 7 points below standard in the Year 2 outcome, a 9.9-point improvement. White students improved by 8.4 points, Hispanic students improved by 12.9 points, and students with disabilities improved by 7.2 points. However, socioeconomically disadvantaged students declined from 26.5 points below standard to 40.3 points below standard, showing that additional support is needed for this student group.

In mathematics, all students improved from 71.5 points below standard at baseline to 59.4 points below standard in the Year 2 outcome. Socioeconomically disadvantaged students improved from 81.4 points below standard to 66.2 points below standard, Hispanic students improved from 80.2 points below standard to 55.2 points below standard, students with two or more races improved from 37.8 points below standard to 21.7 points below standard, and students with disabilities improved from 150.8 points below standard to 122 points below standard. White students declined from 68.2 points below standard to 67.6 points below standard, which is a small decline relative to the baseline. Overall, mathematics data suggest that Goal 1 actions contributed to stronger progress in mathematics than in ELA for socioeconomically disadvantaged students.

Overall, Goal 1 actions were effective in maintaining access to the instructional program and supporting academic improvement in several student groups, particularly in mathematics. However, the ELA decline for socioeconomically disadvantaged students and continued performance gaps for students with disabilities indicate that the school should continue strengthening academic intervention, differentiated instruction, progress monitoring, and data-based instructional planning.

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 reflection on implementation, expenditures, educational partner feedback, and student outcome data, Golden Valley River will continue Goal 1 with a stronger emphasis on instructional coherence, targeted academic intervention, and consistent monitoring of student progress. The school will continue to prioritize mathematics and English language arts instruction, intervention, English learner supports, enrichment opportunities, professional development, inclusive practices, class teachers, and classroom materials. Educational partner input and outcome data also support continued focus on stronger implementation monitoring, more consistent use of student data, targeted academic intervention, and professional development.

For the coming year, the school will strengthen staff capacity through professional learning in areas such as Multi-Tiered System of Supports, Universal Design for Learning, differentiation, restorative practices, and social-emotional learning. The school will also continue to monitor contributing actions and expenditures to ensure that resources are clearly connected to improved outcomes for low-income students, English learners, foster/homeless youth, students with disabilities, and other student groups demonstrating need.

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.	\$5,000.00	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	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
Action #3	Intervention	Support implementation of tiered interventions using relevant data to target instruction and monitor literacy and math. Students that are identified and Title I and Unduplicated Pupils will be prioritized for receiving interventions; Staff to provide instructional and support services for all students; ensure that there are research-based materials and technology needed to perform interventions that meet the needs of all students.	\$37,759.00	Yes
Action #4	Academic Supports for EL Students	Provide support for implementation of English Language Development (ELD) and content standards to support teachers in meeting the needs of English Language Learners (ELs). This includes support staff to provide professional learning focused on data analysis, strategies for designated ELD instruction, and strategies for integrated ELD instruction.	\$750.00	Yes
Action #5	Title I Supports	Provide support to school focused on meeting the needs of Title I	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students focused on academic and social emotional learning.		
Action #6	After School Program	Golden Valley River will implement after school academic support, enrichment, and attendance recovery opportunities to address needs identified through the LEA's needs assessment, including local assessment results, CAASPP data, chronic absenteeism data, student engagement data, school climate survey results, and educational partner feedback. This is an LREBG-supported action. Learning Recovery Emergency Block Grant funds will be used to support after school programming and attendance recovery activities that provide students with additional learning time, targeted academic support, enrichment, and structured opportunities to recover instructional time lost due to absences. This action is intended to support students who are not yet meeting grade-level standards, students with inconsistent attendance, and student groups demonstrating need, including socioeconomically disadvantaged students, English learners, foster/homeless youth, students with disabilities, and other students identified through local data. The after school program will provide additional time for academic reinforcement,	\$200,821.00	Yes

Action #	Title	Description	Total Funds	Contributing
		skill development, student engagement, and connection to school. Attendance recovery activities will support reengagement, help reduce the impact of missed instructional time, and promote improved attendance habits. Research supports the use of expanded learning time and well-designed after school programs as a strategy for improving student academic outcomes, engagement, and school connectedness when programs are intentionally aligned to student needs, include academic support and enrichment, and provide consistent adult support. Research on attendance interventions also supports early identification, family outreach, reengagement strategies, and structured opportunities to recover learning time as part of a comprehensive approach to reducing chronic absenteeism. Because the LEA's needs assessment identified ongoing needs in academic achievement, chronic absenteeism, and student engagement, this action is aligned to the demonstrated needs of students and is expected to contribute to improved academic performance, increased participation, and reduced absenteeism.		

Action #	Title	Description	Total Funds	Contributing
		The LEA will monitor the effectiveness of this LREBG action using the following metrics: CAASPP English language arts results, CAASPP mathematics results, FastBridge reading and mathematics assessment results, chronic absenteeism rate, student attendance rate, participation in after school programming, attendance recovery participation/completion data, school climate survey results, and progress for student groups, including socioeconomically disadvantaged students, English learners, foster/homeless youth, and students with disabilities. Amount of LREBG funds supporting this action: \$100,821 This action is connected to the Annual Performance reflection because the LEA's review identified continued needs in academic achievement, subgroup performance, chronic absenteeism, school climate, and student engagement, while also noting that LREBG funds are being used for after school programming and attendance recovery based on the LEA's needs assessment.		
Action #7	Professional Development	Provide support and training to new and veteran teachers in a system of professional growth;	\$20,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
		trainings in Waldorf pedagogy; curriculum development and support.		
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.	\$325,000.00	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.	\$319,415.00	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.	\$428,285.00	Yes
Action #11	Class Teachers	Appropriately assigned and credentialed class teachers to provide instruction in grades TK-8.	\$1,323,487.74	Yes
Action #12	Classroom Materials	All classroom materials will be provided for all students.	\$60,000.00	No

Goal

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

State Priorities addressed by this goal.

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	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%	94.2% (attendance months 1-10)	95.7% (attendance months 1-9)	>95%	The attendance rate increased 1.4% from baseline.
3	Middle School Dropout Rate (CALPADS)	0%	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 School Climate: 3.97 (staff); 4.11 (parents); 3.54 (students)	Overall: 4.27(staff); 4.18(parents); 3.85(students)	Staff school climate scores decreased by 0.3 points; parents scores decreased by 0.07 points; and student scores decreased 0.10.

Goal Analysis for 2026-27

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.

Goal 2 was implemented substantially as planned. Golden Valley River continued to maintain a safe and clean facility, provide students with access to the Renewal Room for social-emotional learning and behavioral supports, implement school climate improvement efforts, and provide universal meals. The school maintained zero instances in which facilities did not meet the “good repair” standard and maintained a 0% middle school dropout rate.

The main implementation difference was related to the Renewal Room. The action was implemented, and students continued to have access to a physical space and staff support for social-emotional and behavioral needs; however, actual staffing, materials, and extra hours differed from the original plan. School Climate Improvement was implemented at a slightly lower cost than planned, while Facility and Universal Meals were implemented close to or at planned amounts.

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.

Goal 2 expenditures were generally close to planned amounts. Facility was budgeted at \$345,222 and had estimated actual expenditures of \$345,222. Renewal Room was budgeted at \$50,000 and had estimated actual expenditures of \$52,401.49. School Climate Improvement was budgeted at \$2,000 and had estimated actual expenditures of \$1,500. Universal Meals was budgeted at \$170,000 and had estimated actual expenditures of \$169,903.48.

For Goal 2 contributing actions, School Climate Improvement decreased from 0.07% planned to 0.05% estimated actual, reflecting the lower estimated actual LCFF contributing expenditure for that action.

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

Goal 2 actions were moderately effective in supporting an intentional culture of care. The school maintained safe and functional facilities, as shown by zero instances in which facilities did not meet the “good repair” standard. The school also maintained a 0% middle school dropout rate and continued to provide universal meals and Renewal Room supports, which contributed to stable conditions for student safety, well-being, and access to learning.

Attendance improved from the baseline. The attendance rate increased from 94.3% at baseline to 95.7% in the Year 2 outcome, exceeding the target of greater than 95%. This indicates that the school’s culture-of-care actions, combined with broader attendance and engagement efforts, supported improved student participation in school.

Overall, Goal 2 actions helped maintain safe and supportive conditions, improved attendance, and supported student climate. Continued attention is needed to strengthen staff cohesion, parent communication, leadership coherence, and consistent implementation of restorative, behavior systems, and social-emotional supports.

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 reflection on Goal 2 results, Golden Valley River will continue this goal with a stronger emphasis on leadership, communication, adult alignment, and consistent implementation of schoolwide culture-building practices. Climate survey data and meeting feedback indicated a need to strengthen communication, leadership coherence, staff collaboration, and shared commitment to the school's mission, vision, and values.

The school will continue facility maintenance, Renewal Room supports, school climate improvement, restorative practices, PBIS, social-emotional learning, and universal meals. For the coming year, implementation will focus on sustaining improved attendance and student climate while improving staff and family climate indicators.

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.	\$364,681.00	No
Action #2	Renewal Room	Students will have access to a physical space and staff to help with social-emotional learning and behavioral supports.	\$45,000.00	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).	\$1,500.00	Yes
Action #4	Universal Meals	Students will have access to two meals each day at no cost each	\$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional day.		

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)	Full Implementation in all areas	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%	All: 15.1% Socioeconomically Disadvantaged: 25.7% White: 16% Hispanic: 14.9% Two or more races: 10.7%	All: 12.8% SED: 21.7% White: 14.1% Hispanic: 13.8% Two or more races: 5.1% SWD: 14.5%	All: 10% SED: 15% White: 12% Hispanic: 10% Two or more races: 4% SWD: 12%	All: declined 15% Socioeconomically Disadvantaged: declined 11.9% White: declined 12.2% Hispanic: declined 21%

		Two or More Races: 37.5%	Students with Disabilities: 22.6%			Two or more races: declined 32.4% Students with Disabilities: declined 20.8%
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%	All Students: 1% Socioeconomically Disadvantaged: 2.4% Students with Disabilities: 0% Hispanic: 0% White: 1% Two or More Races: 2.5%	Maintain 1% or lower	All Students: decreased 0.9% Socioeconomically Disadvantaged: decreased 1.1% Students with Disabilities: decreased 5.7% Hispanic: decreased 1.5% White: decreased 1.3% Two or More Races: increased 2.5%
4	Pupil Expulsion Rates (DataQuest Expulsion Rate)	0%	0%	0%	Maintain 0%	GVRs maintained an expulsion rate of 0% from the baseline year.

Goal Analysis for 2026-27

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.

Goal 3 was implemented substantially as planned. Golden Valley River continued to provide responsive programs, curriculum, and instruction for students with exceptional needs; responsive programs, curriculum, and instruction for unduplicated pupils; and family and community engagement opportunities. The school also maintained full implementation of parent participation expectations under the Priority 3 local indicator.

There were no major programmatic differences in implementation. However, estimated actual expenditures exceeded planned amounts for each Goal 3 action, indicating that the actual cost of providing responsive supports and family/community engagement was higher than originally budgeted. These differences should continue to be monitored so that planned expenditures accurately reflect the level of service and support needed for students and families.

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.

Goal 3 had material expenditure differences across all three actions. Accessible and Responsive Schools for Students with Exceptional Needs was budgeted at \$51,661 and had estimated actual expenditures of \$66,522.34. Accessible and Responsive Schools for Unduplicated Pupils was budgeted at \$51,661 and had estimated actual expenditures of \$66,522.34. Family and Community Engagement was budgeted at \$16,391 and had estimated actual expenditures of \$20,691.47.

For contributing actions, Goal 3 Action 2, Accessible and Responsive Schools for Unduplicated Pupils, had \$51,661 in planned LCFF contributing expenditures and \$66,522.34 in estimated actual LCFF contributing expenditures. Goal 3 Action 3, Family and Community Engagement, had \$16,391 in planned LCFF contributing expenditures and \$20,691.47 in estimated actual LCFF contributing expenditures.

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

Goal 3 actions were effective in strengthening student engagement, family connection, and school-community partnership. The school maintained full implementation of parent participation expectations, indicating continued attention to family engagement and partnership. Educational partner feedback also emphasized attendance, engagement, family partnership, targeted outreach, improved communication with families, and continued opportunities for families to participate in school life and leadership.

Chronic absenteeism improved substantially. The all-student chronic absenteeism rate declined from 27.8% at baseline to 12.8% in the Year 2 outcome. Socioeconomically disadvantaged students declined from 33.6% to 21.7%, students with disabilities declined from 35.3% to 14.5%, Hispanic students declined from 34.8% to 13.8%, White students declined from 26.3% to 14.1%, and students with two or more races declined from 37.5% to 5.1%. Although some student groups remain above the final target, the data show meaningful progress in improving attendance and engagement.

Suspension outcomes also improved overall. The all-student suspension rate decreased from 1.9% at baseline to 1.0% in the Year 2 outcome. Socioeconomically disadvantaged students decreased from 3.5% to 2.4%, students with disabilities decreased from 5.7% to 0%, Hispanic students decreased from 1.5% to 0%, and White students decreased from 2.3% to 1.0%. Students with two or more races increased from 0% to 2.5%, which will require continued monitoring and targeted support. The school maintained a 0% expulsion rate.

Overall, Goal 3 actions were effective in improving chronic absenteeism, reducing suspensions for most reported student groups, maintaining a 0% expulsion rate, and sustaining family participation systems. Continued work is needed to further reduce chronic absenteeism for socioeconomically disadvantaged students and students with disabilities, monitor the suspension rate for students with two or more races, and connect family engagement and responsive supports to improved academic outcomes.

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.

Golden Valley River will continue Goal 3 with a focus on strengthening relationships among students, families, staff, and community partners. Families and staff identified attendance, engagement, and family partnership as continuing priorities, and input from meetings, committees, and the LCAP mid-year update reinforced the need for targeted outreach, improved communication with families, and continued opportunities for families to participate in school life and leadership.

For the coming year, the school will continue responsive supports for students with exceptional needs, responsive programs for unduplicated pupils, and family and community engagement actions. The school will strengthen monitoring of attendance, suspension, participation, family engagement, and academic data so that supports can be adjusted quickly and tied more directly to improved outcomes for unduplicated pupils and other student groups demonstrating need.

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.	\$51,661.00	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).	\$51,661.00	Yes
Action #3	Family and Community Engagement	Provide avenues where families are valued as active participants in building and fostering strong school and community relationships and connections. Provide information to families on how to support the efforts of the school at home. Build capacity with families to take leadership roles that address specific school needs.	\$16,391.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$206,195.00	\$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
5.41%	0.00%	\$0.00	5.41%

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	Low-income students need increased access to rigorous mathematics instruction, academic language, real-world problem-solving, and targeted assessment practices. Current mathematics data show continued need, particularly for socioeconomically disadvantaged students, who performed 88.6 points below standard, compared with all students at 59.9 points below standard.	This action strengthens mathematics instruction through rich academic language, engaging tasks, targeted assessment, and real-world problem-solving. It is provided LEA-wide because low-income students are enrolled across grade levels and classrooms, and mathematics improvement requires consistent instructional practices across the school. The action is principally	CAASPP Mathematics Distance from Standard for all students and socioeconomically disadvantaged students; FastBridge aMath; FastBridge CBM Math Automaticity; classroom assessment data; progress-monitoring data; participation in targeted mathematics supports.

		directed toward low-income students because it addresses the specific mathematics performance gap demonstrated by socioeconomically disadvantaged students, while also improving the quality of mathematics instruction available to all students.	
Goal 1 Action 2	Low-income students need improved access to rigorous literacy instruction, academic language development, and targeted assessment in English language arts. ELA data show that all students performed 19 points below standard, while socioeconomically disadvantaged students performed 41.2 points below standard, reflecting a larger performance gap for low-income students. Local reading data also show continued need, with FastBridge aReading and AUTOreading results below desired levels.	This action strengthens English language arts instruction through academic language development, engaging literacy tasks, targeted assessment, professional learning, and adjustment of instruction based on student need. It is provided LEA-wide because low-income students are enrolled throughout the school, and consistent literacy practices across classrooms are necessary to improve access to grade-level standards. The action is principally directed toward low-income students by improving teacher capacity to provide responsive literacy instruction, academic language support, and targeted assessment for students not yet meeting grade-level expectations.	CAASPP ELA Distance from Standard for all students and socioeconomically disadvantaged students; FastBridge aReading; FastBridge AUTOreading; classroom assessment data; progress-monitoring data; student participation in literacy supports.
Goal 1 Action 3	Low-income students, English learners, foster/homeless youth, and Title I-identified students need additional targeted academic support in literacy and mathematics. Dashboard and local assessment data show continued academic need, including socioeconomically disadvantaged students performing 41.2 points below standard in ELA and 88.6 points below standard in mathematics. The Annual Update also identifies the need for stronger monitoring and more targeted supports.	This action provides tiered academic intervention using student performance data to target instruction and monitor progress in literacy and mathematics. Title I students and unduplicated pupils will be prioritized for intervention services. The action is provided LEA-wide because students needing intervention are enrolled across grade levels and classrooms, and a schoolwide tiered intervention system allows the school to identify students early, provide flexible support, and monitor progress consistently. The	CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge aReading; FastBridge AUTOreading; FastBridge aMath; FastBridge CBM Math Automaticity; intervention participation data; intervention progress-monitoring data; teacher referral and classroom assessment data.

		action is principally directed toward unduplicated pupils because low-income students, English learners, and foster/homeless youth are prioritized for intervention access, progress monitoring, research-based materials, technology, and instructional support.	
Goal 1 Action 5	Low-income students, English learners, foster/homeless youth, and students identified for Title I support need additional academic and social-emotional supports to access grade-level learning and participate successfully in the school program. Academic data show continued gaps for socioeconomically disadvantaged students in ELA and mathematics, and attendance data show that socioeconomically disadvantaged students continue to have a chronic absenteeism rate above the schoolwide target.	This action provides school support focused on the academic and social-emotional needs of Title I students and unduplicated pupils. It is provided LEA-wide because Title I and unduplicated students are enrolled across the school, and schoolwide systems are needed to identify needs, coordinate supports, and reduce barriers to learning. The action is principally directed toward low-income students, English learners, foster/homeless youth, and Title I students by focusing support systems on students who demonstrate academic, attendance, or social-emotional need.	CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge academic assessments; chronic absenteeism rate for socioeconomically disadvantaged students and other unduplicated groups; attendance rate; school climate survey results; participation in Title I or targeted support services.
Goal 1 Action 6	Unduplicated pupils may have fewer opportunities to access enrichment, extended learning, physical activity, arts, and other learning opportunities outside the regular instructional day. The school also continues to address engagement and attendance needs, including a chronic absenteeism rate of 25.7% for socioeconomically disadvantaged students, above the target of 10% or less for all student groups.	This action provides after-school, intersession, and summer enrichment programs, with priority for unduplicated pupils. These programs extend learning beyond the instructional day and provide academic, physical, and artistic activities. The action is provided LEA-wide because enrichment opportunities contribute to a connected and inclusive school culture, and unduplicated pupils are served across grade levels. It is principally directed toward unduplicated pupils through prioritized access, outreach, and materials that reduce barriers to participation.	Enrichment participation by student group; chronic absenteeism rate by student group; attendance rate; school climate survey results; CAASPP ELA and Mathematics; FastBridge academic assessments; student and family feedback.
Goal 1 Action 7	Unduplicated pupils may have fewer opportunities to access enrichment,	This action provides after-school, intersession, and summer enrichment	After-school and enrichment participation by student group; chronic

	extended learning, physical activity, arts, and other learning opportunities outside the regular instructional day. The school also continues to address engagement and attendance needs, including a chronic absenteeism rate of 25.7% for socioeconomically disadvantaged students, which remains above the school's target of 10% or less for all student groups.	programs, with priority for unduplicated pupils. These programs extend learning beyond the instructional day and provide academic, physical, and artistic activities that support student engagement and connection to school. The action is provided LEA-wide because enrichment opportunities contribute to a connected and inclusive school culture, and unduplicated pupils are served across grade levels. It is principally directed toward low-income students, English learners, and foster/homeless youth through prioritized access, targeted outreach, and materials or supports that reduce barriers to participation.	absenteeism rate by student group; attendance rate; school climate survey results; CAASPP ELA and Mathematics; FastBridge academic assessments; student and family feedback.
Goal 1 Action 10	Some unduplicated pupils also have exceptional learning needs and require inclusive practices, coordinated supports, and accessible instruction to fully participate in grade-level learning. Academic, attendance, and school climate data indicate a continued need to strengthen inclusive instructional practices and improve access for students who need additional academic, behavioral, or social-emotional support.	This action supports inclusive practices, staff training, coordinated supports, and instructional materials that improve access to learning. It is provided LEA-wide because inclusive practices require consistent adult capacity, shared instructional systems, and coordinated supports across classrooms and grade levels. The action is principally directed toward low-income students, English learners, and foster/homeless youth when they also require additional support to access instruction, participate in the school program, and make progress academically, socially, and behaviorally. While students with exceptional needs are not an LCFF unduplicated pupil group by themselves, this action increases or improves services for unduplicated pupils by expanding inclusive practices and access supports for low-income students,	CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge academic assessments; chronic absenteeism rate; suspension rate; school climate survey results; progress-monitoring data; participation in inclusive supports; implementation evidence for UDL, MTSS, and inclusive practices.

		English learners, and foster/homeless youth who need additional academic, behavioral, or social-emotional support.	
Goal 1 Action 11	Low-income students and other unduplicated pupils need stable, appropriately assigned, credentialed teachers who can provide consistent instruction, build strong relationships, use student data, and deliver differentiated support across grade levels. Academic data show persistent gaps for socioeconomically disadvantaged students in ELA and mathematics, and local assessment data show a need for continued instructional improvement in reading and math.	This action provides appropriately assigned and credentialed class teachers for grades TK-8. It is provided LEA-wide because unduplicated pupils are enrolled throughout the school and benefit from consistent, qualified classroom instruction across all grade levels. The action is principally directed toward low-income students, English learners, and foster/homeless youth through teacher use of data, targeted grouping, differentiated instruction, relationship-based classroom practices, family communication, and coordination with intervention and support staff. By strengthening the consistency and quality of classroom instruction across the school, the action is intended to improve academic access and outcomes for unduplicated pupils while also benefiting all students.	Teacher Assignment Monitoring Outcomes; CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge academic assessments; classroom assessment data; progress-monitoring data; attendance rate; chronic absenteeism rate; school climate survey results.
Goal 2 Action 3	Low-income students, English learners, and foster/homeless youth need safe, connected, culturally responsive, and supportive learning environments that reduce barriers to attendance, engagement, and positive behavior. Chronic absenteeism remains above the schoolwide target for socioeconomically disadvantaged students, and suspension data show a need for continued attention to student groups whose suspension rates remain above the all-student rate.	This action provides schoolwide support for culturally responsive, psychologically safe, socially and emotionally supportive practices, including student engagement, restorative practices, PBIS, and social-emotional learning. It is provided LEA-wide because school climate improvement requires consistent adult practices, shared expectations, common systems, and coordinated implementation across the campus. The action is principally directed toward unduplicated pupils by addressing the school climate, attendance, engagement, and behavior conditions	Chronic absenteeism rate by student group; attendance rate; suspension rate by student group; school climate survey results for students, families, and staff; behavior referral data if available; participation in restorative, behavior, SEL, and student support services.

		that can disproportionately affect students facing greater barriers to school participation.	
Goal 2 Action 4	Low-income students need consistent access to meals during the school day so that basic needs do not interfere with attendance, engagement, behavior, and learning. Providing meals at no cost reduces stigma and removes participation barriers for students and families who may otherwise experience food insecurity or difficulty accessing meals.	This action provides universal meals to all students at no cost. It is provided LEA-wide because a universal model reduces stigma, simplifies access, increases participation, and ensures that low-income students receive the service without being singled out. The action is principally directed toward low-income students by addressing a basic need that directly affects readiness to learn, attendance, engagement, and school connectedness. Although all students may access meals, the universal design is intended to improve outcomes for low-income students by ensuring reliable, dignified, and barrier-free access to nutrition during the school day.	Meal participation data; participation by low-income students where available; attendance rate; chronic absenteeism rate for socioeconomically disadvantaged students; school climate survey results; student engagement data; family feedback.
Goal 3 Action 3	Families of low-income students may experience barriers to full participation in school programs, communication, leadership, and home-school partnership. Attendance, engagement, and academic data indicate a need for stronger family partnership and targeted outreach, particularly for students and families who may face barriers to consistent participation in school life. Educational partner feedback also emphasized attendance, engagement, communication, family partnership, and opportunities for families to participate in school life and leadership.	This action provides avenues for families to be valued as active participants in building strong school and community relationships. It includes communication, family engagement opportunities, family capacity-building, and opportunities for families to participate in leadership and school improvement efforts. It is provided LEA-wide because a strong family-school partnership benefits the broader school community, while targeted outreach and communication are principally directed toward low-income families and other families facing barriers to participation. The action is intended to improve outcomes for low-income students by	Priority 3 local indicator; family participation data; attendance rate; chronic absenteeism rate by student group; school climate survey results; family survey results; participation in advisory groups, school events, conferences, Coffee with the Principal, committee meetings, and family engagement opportunities.

		strengthening home-school connection, increasing family understanding of available supports, and improving attendance, engagement, and access to services.	
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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	English learners have unique language acquisition needs and require access to both designated and integrated English Language Development instruction in order to access grade-level academic content. The school identified the need to support implementation of ELD and content standards, strengthen teacher use of designated and integrated ELD strategies, and monitor English learner progress using student data.	This action is limited to English learners because the identified need is specific to English language development and access to academic content through language-supportive instruction. Golden Valley River will provide academic supports for English learners through staff support, professional learning, data analysis, designated ELD instruction, integrated ELD strategies, and implementation of ELD and content standards. These services are designed to increase English learners' access to grade-level instruction, improve academic language development, and support progress toward English language proficiency and reclassification.	ELPAC progress; English learner reclassification rate; English learner access to California standards, including ELD standards; CAASPP ELA and mathematics outcomes for English learners where available; classroom assessment data; teacher implementation evidence; participation in designated and integrated ELD supports.
Goal 3 Action 2	Unduplicated pupils, including low-income students, English learners, and foster/homeless youth, need responsive programs, curriculum, instruction, and supports that address barriers to academic achievement, attendance, engagement, and full participation in the school program.	This action is limited to unduplicated pupils because it is specifically designed to increase and improve services for low-income students, English learners, and foster/homeless youth. Golden Valley River will provide responsive programs, curriculum, instruction, and supports based on	CAASPP ELA and mathematics outcomes for socioeconomically disadvantaged students, English learners where available, and other unduplicated pupil groups; FastBridge academic assessments; chronic absenteeism rate by student group; attendance rate; suspension rate by

	Student outcome data show continued need for targeted support, including academic gaps for socioeconomically disadvantaged students and continued chronic absenteeism above the desired outcome for some student groups.	student data and educational partner feedback. Services may include targeted outreach, academic and social-emotional supports, improved access to programs and materials, and coordination of services to reduce barriers to learning and participation. The action is designed to improve student engagement, attendance, academic progress, and access to the full school program for unduplicated pupils.	student group; school climate survey results; participation in targeted supports; progress-monitoring data; family engagement and outreach participation.
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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 limited actions associated with a planned percentage of improved services, Golden Valley River calculated the contribution by estimating the proportion of staff time, services, materials, professional learning, and implementation activities that are specifically directed toward the identified unduplicated pupil group. The estimate is based on the intended scope of service, the student group served, the staff and program time allocated to the action, and the expected level of increased or improved service beyond the base program. The school will monitor implementation and effectiveness using the metrics listed for each action, including English learner progress, reclassification, CAASPP outcomes, FastBridge data, chronic absenteeism, suspension, attendance, school climate data, and participation in targeted supports.

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. Golden Valley River is not projecting additional 15 percent LCFF concentration grant add-on funding for the 2026-27 LCAP year. Therefore, no additional concentration grant add-on funding is available to increase the number of staff providing direct services to students at schools with an unduplicated pupil concentration above 55 percent.

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
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Staff-to-student ratio of classified staff providing direct services to students	1 to 13.21	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1 to 21.33	N/A

2026-27 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 %)
2026-27	\$3,808,205.00	\$206,195.00	5.41%	0.00%	5.41%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$3,050,546.74	\$262,106.00	\$0.00	\$84,687.00	\$3,397,339.74	\$2,218,973.44	\$1,178,366.30

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	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
						Foster Youth, EL		
1	6	After School Program	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
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	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	2	Renewal Room	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
2	3	School Climate Improvement	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
2	4	Universal Meals	All	Yes	LEA-Wide	Low Income	All Schools	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	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0.00%
1	2	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	3	\$0.00	\$37,759.00	\$0.00	\$0.00	\$0.00	\$37,759.00	\$37,759.00	0.00%
1	4	\$750.00	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00	\$750.00	0.00%
1	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
1	6	\$150,000.00	\$50,821.00	\$100,000.00	\$100,821.00	\$0.00	\$0.00	\$200,821.00	0.00%
1	7	\$0.00	\$20,928.00	\$16,000.00	\$0.00	\$0.00	\$4,928.00	\$20,928.00	0.00%
1	8	\$293,223.38	\$31,776.62	\$325,000.00	\$0.00	\$0.00	\$0.00	\$325,000.00	0.00%
1	9	\$0.00	\$319,415.00	\$319,415.00	\$0.00	\$0.00	\$0.00	\$319,415.00	0.00%
1	10	\$308,190.32	\$120,094.68	\$225,000.00	\$161,285.00	\$0.00	\$42,000.00	\$428,285.00	0.00%
1	11	\$1,323,487.74	\$0.00	\$1,323,487.74	\$0.00	\$0.00	\$0.00	\$1,323,487.74	0.00%
1	12	\$0.00	\$60,000.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	0.00%
2	1	\$0.00	\$364,681.00	\$364,681.00	\$0.00	\$0.00	\$0.00	\$364,681.00	0.00%
2	2	\$40,000.00	\$5,000.00	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00	0.00%
2	3	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	0.00%
2	4	\$0.00	\$140,000.00	\$140,000.00	\$0.00	\$0.00	\$0.00	\$140,000.00	0.00%
3	1	\$51,661.00	\$0.00	\$51,661.00	\$0.00	\$0.00	\$0.00	\$51,661.00	0.00%
3	2	\$51,661.00	\$0.00	\$51,661.00	\$0.00	\$0.00	\$0.00	\$51,661.00	0.00%
3	3	\$0.00	\$16,391.00	\$16,391.00	\$0.00	\$0.00	\$0.00	\$16,391.00	0.00%

2026-27 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)
\$3,808,205.00	\$206,195.00	5.41%	0.00%	5.41%	\$1,884,789.74	0.00%	49.49%

Totals by Type				Total LCFF Funds				
Total:				\$1,884,789.74				
LEA-wide Total:				\$2,998,135.74				
Limited Total:				\$52,411.00				
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	\$5,000.00	0.00%
1	2	English Language Arts	Yes	LEA-Wide	Low Income	All Schools	\$5,000.00	0.00%
1	3	Intervention	Yes	LEA-Wide	Low Income	All Schools	\$0.00	0.00%
1	4	Academic Supports for EL Students	Yes	Limited	EL	All Schools	\$750.00	0.00%
1	5	Title I Supports	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$0.00	0.00%
1	6	After School Program	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$100,000.00	0.00%
1	7	Professional Development	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$16,000.00	0.00%
1	10	Supports and Services for Students with	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$225,000.00	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 (%)
		Exceptional Needs						
1	11	Class Teachers	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$1,323,487.74	0.00%
2	3	School Climate Improvement	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	\$1,500.00	0.00%
2	4	Universal Meals	Yes	LEA-Wide	Low Income	All Schools	\$140,000.00	0.00%
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	Limited	Low Income	All Schools	\$51,661.00	0.00%
3	3	Family and Community Engagement	Yes	LEA-Wide	Low Income	All Schools	\$16,391.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$2,896,712.00	\$3,193,141.91

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Math	Yes	\$9,619.00	\$5,847.93
1	2	English Language Arts	Yes	\$9,619.00	\$5,139.37
1	3	Intervention	Yes	\$109,619.00	\$70,654.05
1	4	Academic Supports for EL Students	Yes	\$45,000.00	\$45,217.89
1	5	Title I Supports	Yes	\$0.00	\$0.00
1	6	Enrichment Opportunities	Yes	\$117,402.00	\$206,255.17
1	7	Professional Development	Yes	\$36,759.00	\$15,717.81
1	8	Specialty Classes	No	\$242,855.00	\$235,106.70
1	9	Central Office System Supports for Continuous Improvement	No	\$328,023.00	\$384,563.98
1	10	Supports and Services for Students with Exceptional Needs	Yes	\$320,272.00	\$365,183.54
1	11	Class Teachers	Yes	\$958,109.00	\$1,097,001.09
1	12	Classroom Materials	No	\$32,500.00	\$39,691.26
2	1	Facility	No	\$345,222.00	\$345,222.00
2	2	Renewal Room	No	\$50,000.00	\$52,401.49
2	3	School Climate Improvement	Yes	\$2,000.00	\$1,500.00
2	4	Universal Meals	No	\$170,000.00	\$169,903.48
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	No	\$51,661.00	\$66,522.34
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	\$51,661.00	\$66,522.34
3	3	Family and Community Engagement	Yes	\$16,391.00	\$20,691.47

2025-26 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	\$1,454,182.00	\$1,718,852.36	(\$264,670.36)	47.73%	56.40%	8.67%

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	\$61,035.05	2.40%	2.00%
1	4	Academic Supports for EL Students	Yes	\$45,000.00	\$45,217.89	1.48%	1.48%
1	5	Title I Supports	Yes	\$0.00	\$0.00	0.00%	0.00%
1	6	Enrichment Opportunities	Yes	\$117,402.00	\$206,255.17	3.85%	6.77%
1	7	Professional Development	Yes	\$30,600.00	\$15,717.81	1.00%	0.52%

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	\$204,911.54	5.25%	6.72%
1	11	Class Teachers	Yes	\$958,109.00	\$1,097,001.09	31.44%	36.00%
2	3	School Climate Improvement	Yes	\$2,000.00	\$1,500.00	0.07%	0.05%
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	\$51,661.00	\$66,522.34	1.70%	2.18%
3	3	Family and Community Engagement	Yes	\$16,391.00	\$20,691.47	0.54%	0.68%

2025-26 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%	\$1,718,852.36	56.40%	112.81%	\$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.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the

state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the

LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action

contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley River

CDS Code: 34674470114983

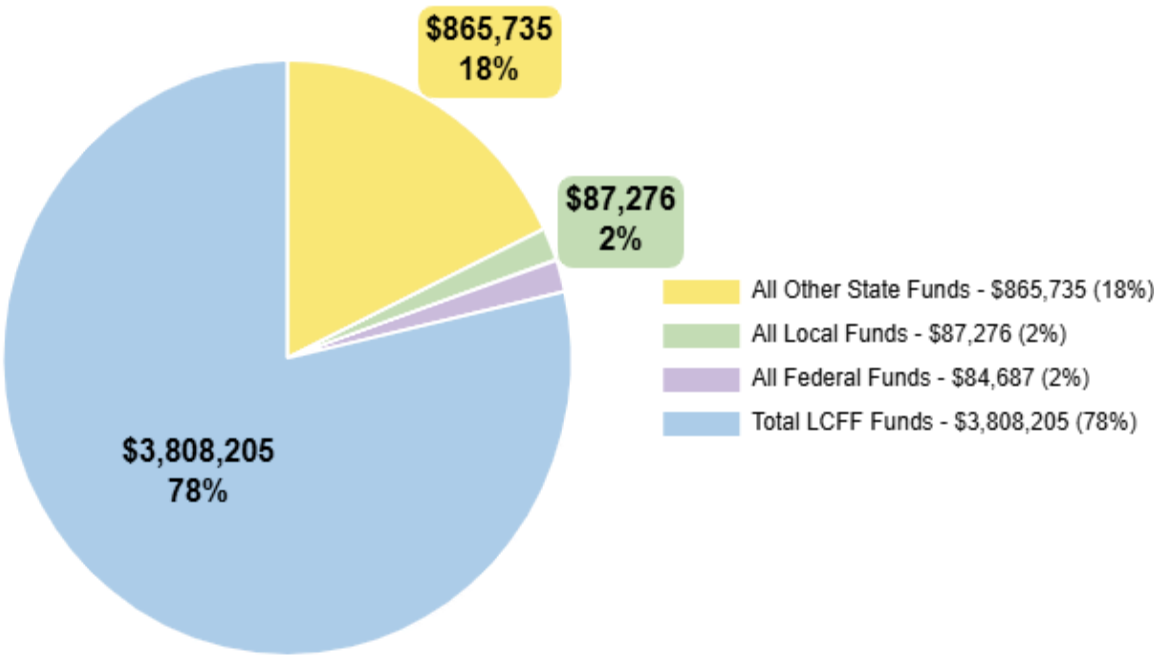
School Year: 2026-27

LEA Contact Information: Jennifer Hoover | jhoover@goldenvalleycharter.org | (916) 542-7481

School districts receive funding from different sources: state funds under the Local Commprove 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 2026-27 School Year

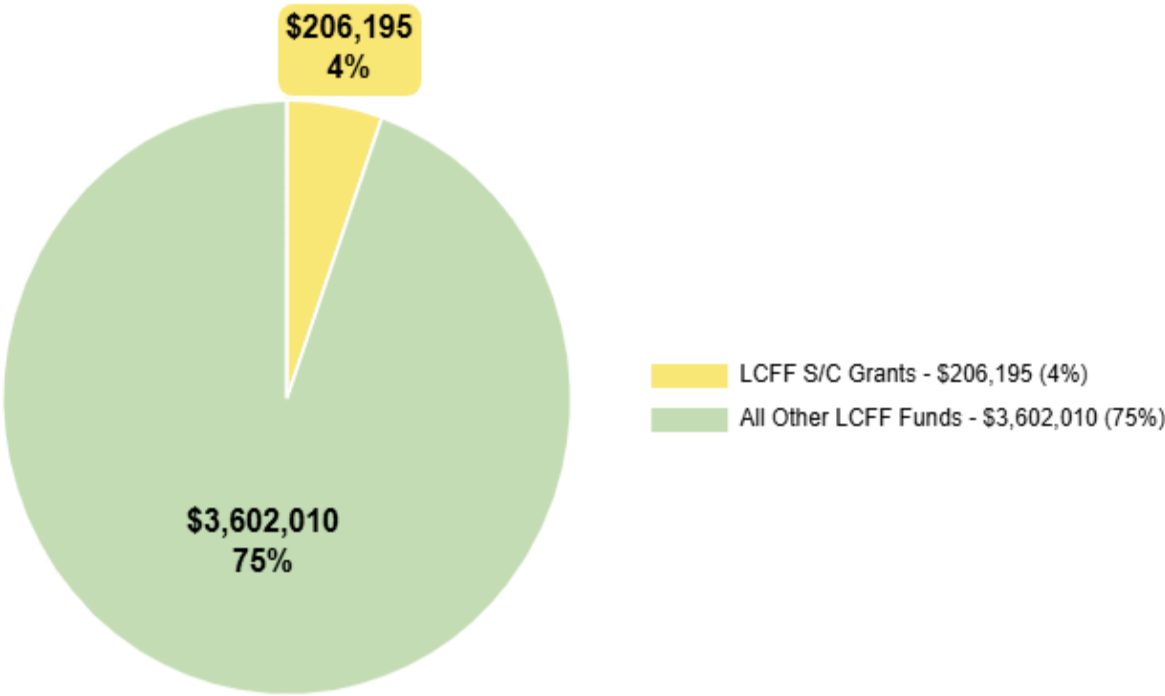
Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$865,735	18%
All Local Funds	\$87,276	2%

Source	Funds	Percentage
All Federal Funds	\$84,687	2%
Total LCFF Funds	\$3,808,205	79%

Breakdown of Total LCFF Funds



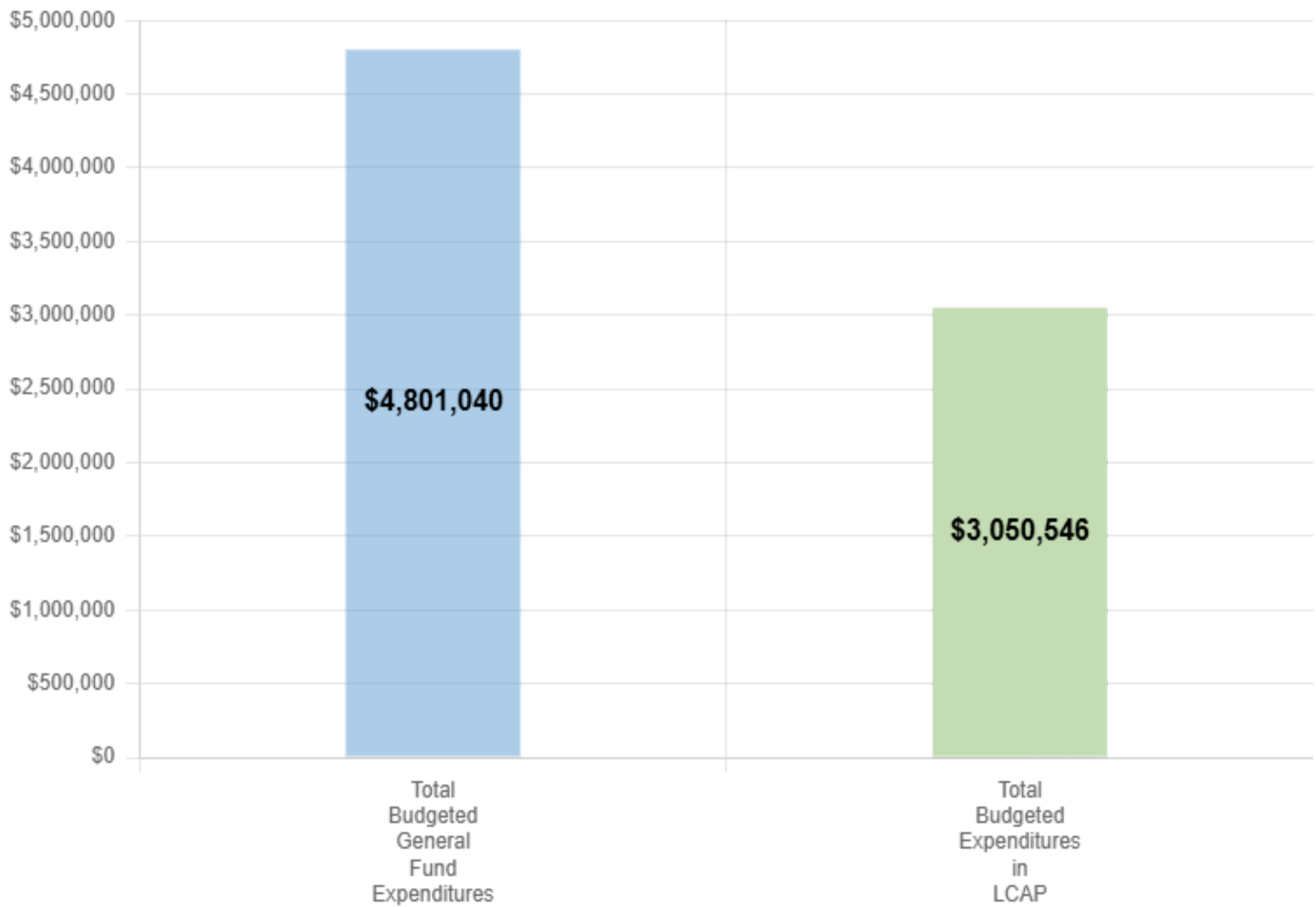
Source	Funds	Percentage
LCFF S/C Grants	\$206,195	4%
All Other LCFF Funds	\$3,602,010	74%

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 \$4,845,903, of which \$3,808,205 is Local Control Funding Formula (LCFF), \$865,735 is other state funds, \$87,276 is local funds, and \$84,687 is federal funds. Of the \$3,808,205 in LCFF Funds, \$206,195 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

Golden Valley River plans to spend \$4,801,040 for the 2026-27 school year. Of that amount, \$3,050,546 is tied to actions/services in the LCAP and \$1,750,494 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.

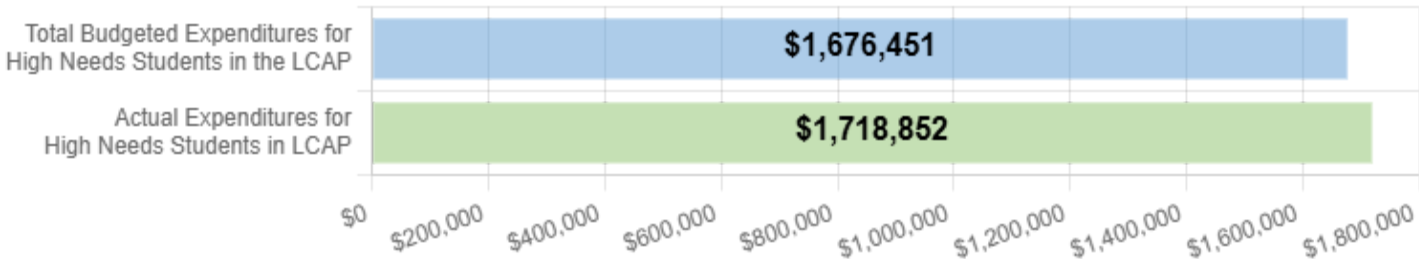
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Golden Valley River is projecting it will receive \$206,195 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 \$2,998,135 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26

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 2025-26, Golden Valley River's LCAP budgeted \$1,676,451 for planned actions to increase or improve services for high needs students. Golden Valley River actually spent \$1,718,852 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$-42,401 had the following impact on Golden Valley River's ability to increase or improve services for high needs students:

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

Orchard campus held its May Day celebration on May 2. The Sequoia Tree 8th grade class and the Hawthorn Tree 1st grade class gave an awe-inspiring performance. Their grace and unity were enjoyed by all. The Sequoia class braided the ribbons around the pole, breaking the previous classes' record. This was a great achievement, done on their knees. Seeing the 8th grade students push themselves to do all they can, and more is a large part of May Day. Those transitional times in our lives have the potential to shape our future selves. Our May Day Queen and Princess held their classes so well and brought beauty in this performance for all to enjoy.

Everyone's focus is on wrapping up the year, hopefully teaching the last few concepts, and completing the grading and end of year portraits. Sequoia Tree is on their 8th grade field trip floating down the Eel River for 6 days. What a grand adventure. Internal graduation and graduation are their final steps as 8th graders. This is a memorable time for so many people. Our end of year Rose Ceremony will usher in their final steps as 8th graders before they step into their new lives as 9th graders.

1st grade, Hawthorn Tree went on their very first off campus field trip to Fairy Tale Town last Friday. 5th grade completed our mummification of apples experiment. It was a scientific adventure with lots of mold. The kids enjoyed learning all about this and what makes this work and what doesn't. Baobab Tree is preparing for the Pentathlon on Friday, May 15. It's a long day of games and sportsmanship in honor of the students' specific city states.

Both 2nd grade classes are doing a Fables Food and Fun adventure and had their Pirate/Peter Pan Day two Fridays ago. Third grades are working on their class play together which is this Friday, I think. So much is going on with so little time left. We've got this!

It is with gratitude and reverence that I say my final goodbye. The time spent as Faculty Chair for Orchard campus has been an honor and a privilege. Being able to bring the voice of the Orchard campus to the Board and Leadership has been a tremendously awesome experience and honor for me. I have been privileged to witness, and hopefully aid, in the betterment of Golden Valley Charter Schools as a whole. My colleagues at Orchard campus are dedicated, valued professionals, as I am sure the same holds true at River.

My hope is that whoever is Faculty Chair next continues to work with River campus and collaborate to bring full representation for both campuses as Tavia and I have strived to bring. Thank you all for making many of the changes that needed to be made and working toward transparency and clear communication for both campuses. I leave you with appreciation for the time I've shared with you all.

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

Children and staff are counting down the days until summer break! It is a strange mix of needing more time to teach concepts and being ready for a vacation simultaneously. “Spring behaviors” continue to keep us on our toes!

Overcast, cool weather for our May Festival & Picnic resulted in a beautiful viewing of the Cottonwood 8th grade dancing around the May pole. Other middle school classes had successful fundraisers and faculty, family, and friends enjoyed spending time together in community.

Now, we try to slow time enough that we are able to pause and enjoy all of the end-of-year activities: last class plays, last field trips, Medieval Games, Pentathlon, middle school BBQ at the river, spirit days, and... graduation!



May 2026

As we approach the close of another meaningful school year, the Board wishes to pause and recognize this important season of transition within our school community. In the Waldorf tradition, transitions are held with intention, reflection, gratitude, and hope for what is to come. The rhythm of the school year invites us not only to celebrate accomplishments but also to honor growth, change, and renewal.

This year has brought both opportunities and challenges, and throughout it all, our students, faculty, staff, and families have demonstrated resilience, care, creativity, and commitment to the life of our school communities. We are deeply grateful to our teachers and staff for the dedication they bring each day in nurturing the intellectual, emotional, artistic, and social development of our students.

We would also like to recognize and celebrate the joy and sense of connection shared during this year's May Day festivities. Events such as May Day reflect the heart of our Waldorf Community- bringing students, families, teachers, and friends together through music, movement, tradition, and celebration. A very special thank you to all individuals who helped organize, prepare, volunteer, and participate in creating such a meaningful event for our children and families.

In particular, we want to acknowledge the significance of this celebration for our 1st-grade and 8th-grade students. For many families, May Day marks a cherished milestone in the journey through the grades, and this year's festivities created lasting memories that will remain part of the fabric of their educational experience. We are grateful to everyone whose care and effort helped make this moment so special.

To our graduating students and families moving into new chapters, we extend our heartfelt congratulations and blessings as you carry forward the values and experiences cultivated during your time in our community. To those returning next year, we look forward to continuing the shared work of education rooted in curiosity, wonder, compassion, and human connection.

The end of the year also provides an opportunity for reflection as a Board. We remain committed to supporting the mission of the school through thoughtful governance, stewardship, and partnership with administration, teachers, staff, students, and the broader school community. We recognize the importance of maintaining healthy dialogue, strengthening trust, and continuing to foster a school culture grounded in respect and shared purpose.

In the spirit of Waldorf education, we honor this seasonal transition as both an ending and a beginning- a time to acknowledge what has been learned, to express gratitude for the relationships that sustain our community, and to prepare for the renewal that a new school year will bring.

On behalf of the Board, thank you to all members of our school community for your continued support, engagement, and care for the children and for one another.

Wishing all families a restorative and joyful summer season.



Kindly,

Katie Gerski-Keller
Board Of Trustees, Chair
Golden Valley Charter Schools

Meredith Willsen
Board of Trustees, Vice-Chair
Golden Valley Charter Schools



GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Jennifer Hoover, ED

May 13, 2026

K-8 Tuition Free for Public Waldorf Schools

THE CHARTER MANAGEMENT OFFICE

This month has been full and meaningful across Golden Valley Charter Schools, with important instructional, assessment, and community milestones taking place at both campuses.

CAASPP testing is now complete at both Golden Valley River School and Golden Valley Orchard School. I want to acknowledge the work of our site administrators, teachers, support staff, and students for their focus and flexibility throughout the testing window. State testing requires a coordinated effort, and both schools worked to complete the process while continuing to preserve the rhythm and integrity of the school day as much as possible.

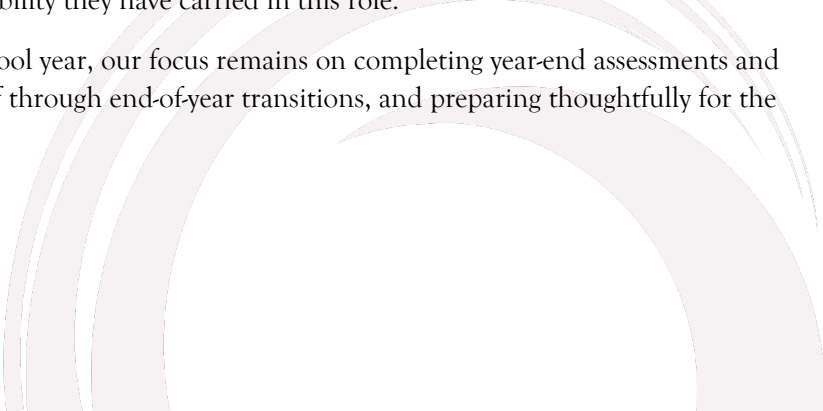
Testing for the Summative ELPAC assessment is now beginning for identified English language learners at GVCS. This assessment is an important measure of English language development and supports our ongoing responsibility to monitor progress and provide appropriate support for multilingual learners. Staff will continue working to ensure that students complete the assessment in a supportive and organized testing environment.

May also brought one of the most beloved traditions in our school year: the May Day celebrations at both campuses. These events were beautiful expressions of community, seasonal rhythm, music, movement, and shared joy. Families, students, faculty, and staff came together in celebration, and the participation of our eighth-grade students in the Maypole dances served as a meaningful rite of passage. These moments reflect the heart of our public Waldorf program and remind us of the importance of tradition, beauty, and community in the life of our schools.

This month's Virtue of the Month is Honor. Honor invites us to recognize the dignity, effort, and contributions of others, and it feels especially fitting as we celebrate student growth, community traditions, and the service of those who help carry the work of our schools. In our classrooms, festivals, and governance work, honor calls us to act with integrity, gratitude, and respect for the responsibilities we hold within the school community.

In that spirit, I would like to recognize and thank our two faculty chairs, Upekkha Evans and Tavia Pagan, for their two years of service on the Board. Their presence has brought valuable faculty perspective, thoughtful engagement, and a deep commitment to the mission and daily life of our schools. We are grateful for the time, care, and responsibility they have carried in this role.

As we move toward the close of the school year, our focus remains on completing year-end assessments and reporting, supporting students and staff through end-of-year transitions, and preparing thoughtfully for the work ahead.



ORCHARD -

The Orchard School community has enjoyed a vibrant Spring, highlighted by a wonderful and well-attended May Festival that brought families, students, and staff together in celebration. In the week leading up to the event, 7th grade students contributed through a community service project to spruce up the school grounds, demonstrating leadership and care for the campus.

Classrooms remain active as students continue their learning through spring field trips and culminating performances, including final plays that showcase creativity and collaboration. These experiences, along with ongoing classroom work, reflect a season of engagement and growth across grade levels.

Teachers and staff are now preparing for important end-of-year traditions such as Water Day, Moving Day, the Rose Ceremony, and Graduation. We also had the pleasure of honoring parent donors and volunteers at a special tea, where students expressed their gratitude through performances and heartfelt tributes, celebrating the strong partnership between families and the school community.



RIVER –

As we step into the month of May, we find ourselves approaching the final stretch of another meaningful school year. This is often a season filled with mixed emotions—anticipation for summer’s rest and adventure, reflection on how much has been learned and accomplished, and the steady work of bringing our year to a thoughtful close.

Our virtue of the month is **Honor**, a quality that asks us to recognize and uphold what is worthy of respect, care, and commitment. Honor is demonstrated not only in grand gestures, but in the small, daily choices we make: honoring our word by following through on commitments, honoring one another through kindness and respect, and honoring our work by giving it our full attention and best effort.

May offers us a beautiful opportunity to reflect on what it means to finish well. As the excitement of summer begins to draw near, it can be tempting to let our focus drift. Yet some of the most important work of the year happens in these final weeks. There is great value in remaining steadfast and engaged all the way to the end—completing projects with care, approaching each day with purpose, and continuing to show up fully for our learning and for one another.

To our students, this is your opportunity to honor all that you have learned this year by finishing strong. Bring your best effort to your main lesson book, your classroom work, and your relationships with your teachers and classmates. The habits of perseverance and responsibility that you practice now will serve you far beyond the walls of our school.

To our families, thank you for the many ways you have supported your children and our school community throughout this year. These final weeks often require an extra measure of consistency and encouragement at home as routines begin to shift. Your partnership helps ensure that our students remain grounded and successful through the close of the year.

To our faculty and staff, your dedication continues to shape and sustain the meaningful work happening in every classroom each day. Thank you for honoring this work so faithfully and for guiding our students toward a strong and purposeful finish.

As we move through these last weeks together, may we all strive to embody the virtue of honor—honoring our commitments, honoring our community, and honoring the journey of growth that this school year has offered each of us.

Let us finish this year with intention, gratitude, and strength.



Enrollment and Attendance – Orchard				
	2025-2026	Month 9 ADA	Movement	25/26 Budget Assumptions
TK	30	96%	0	
K	28	94%	0	
ABK	19	TK:96%/K:93%	0	
OBK	20	TK: 93%/K:96%	0	
MBK	19	TK:98%/T:94%	0	
1	23	94%	(2)	
2	41	93%	(1)	
3	34	95%	(4)	
4	26	93%	(1)	
5	31	92%	0	
6	28	92%	(1)	
7	29	95%	0	
8	20	92%	0	
Total	05/06/2026	Month 9 ADA Total 94%	290	

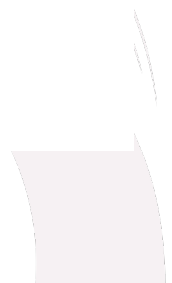
Enrollment and Attendance – River				
	2025-2026	Month 9 ADA	Movement	25/26 Budget Assumptions
TK	37	97%	0	
K	46	93%	0	
CBK	20	TK:100%/K:100%	0	
LBK	20	TK:99%/K:96%	0	
PBK	19	TK:96%	0	
SBK	24	K:92%	0	
1	47	90%	0	
2	32	96%	0	
3	30	95%	0	
4	27	96%	0	
5	28	96%	0	
6	30	97%	0	
7	22	96%	0	
8	20	89%	0	
Total	05/06/2026	Month 9 ADA Total 95%	319	

Enrollment – Enrollment has closed for the 2025-2026 school year as of Friday, February 27th, 2026. Open Enrollment has also closed as of Friday, February 27th, 2026.

We are having a Spring Parent Information Meeting at each school, during the month of May.

Monday, May 18th: Orchard 9a.m-11a.m. - We have openings for 2nd, 3rd and 4th grade for the 2026-2027 school year.

Wednesday, May 20th: River 9a.m.-11a.m. - We have openings for 1st, 2nd, and 8th grade for the 2026-2027 school year.



Marketing, Communications & Outreach

- **Focus:** Filling enrollment gaps for 2026 -2027 school year
- **Actions:**
 - Spring Parent Information Meetings Communications
 - Postcards in local community areas
 - Outreach in various local areas

Communications

- **Community & Outreach:**
 - OV Farmer's Market booth set for 5/14/26

Development

- **Annual Giving Campaign**
 - AGC in PS & Newsletters with amount donated total
 - Earnie the Eagle spotlight on Social Media and Newsletters at end of month
 - More Annual Giving communications will ramp up to end the giving year
 - A prize given to the teacher with the most class participation at the end of the year

Fundraising with GVEF

- **GVEF Meeting (5/5):**
 - Made the Decision to go with Moonraker Millhouse for 2027 gala
 - Date will be sat. March 13, 2027
 - Fireworks Booths is the next large fundraiser
 - We have two in same locations as last year
 - Need managers and shift leaders to volunteer
 - Communication will be placed in the middle of May
 - Live meetings in-person for June & August Retreat
 - Priority: GVEF needs lead board positions filled to be successful moving forward and compliant
- Next Meeting scheduled for May 5

SCHOOL	Donors/enrollment	YDT Received	Projected AGC Receivables	Goal
GVOS	122/290	\$36,691		\$75,000.00
GVRs	182/319	\$57,267		\$75,000.00
General Donation	n/a	\$1,800		
TOTAL	304/609	\$95,758	\$10,000	\$150,000.00

2026-2027 Credentialed Staff**River**

Grades	Teachers
Kindergarten	Annie Bosque
Kindergarten	Shyann Breton
Kindergarten	Serena Cleveland
1 st Grade	Emily Simpson
1 st Grade	
2 nd Grade	Ryan Miller
2 nd Grade	Jennifer Walthard
3 rd Grade	AJ Lacoste
4 th Grade	Sarah Chase
5 th Grade	Taylor DeSilva
6 th Grade	Amanda Parker
7 th Grade	Tavia Pagan
8 th Grade	Lisa Moraga
Handwork	
Multi-Cultural	Renee Young
PE & Games	Reza Shahbazi
Fine Arts	Teresa Thorman (pending decision)
Music	Matthew Brown
Math	Emily Hendersen



2026-2027 Credentialed Staff**Orchard**

Grades	Teachers
Kindergarten	Cristina Doyon
Kindergarten	Daniel MacKinnon
Kindergarten	Kiyah Ramirez (offer pending – 5/8)
1 st Grade	
2 nd Grade	Stephanie Lorenz
3 rd Grade	
3 rd Grade	
4 th Grade	Kamala Bigelow
4 th Grade	Amber Larson
5 th Grade	Renee Ellenberger
6 th Grade	Zachary Phillips
7 th Grade	Jordan Todd
8 th Grade	Jadah Booth
Handwork	Briana D'Agostini
Multi-Cultural	Renee Young
PE & Games	Reza Shahbazi
Fine Arts	Melissa Hawkins
Music	Matthew Brown
Math/Computer	Stephanie Lorenz

SPED

Position	Employee
School Psychologist	Danya Marmol
Occupational Therapist	Riley Luz
Speech Language Pathologist	Julie Sady
Resource Specialist	Katie Preus
Resource Specialist	Megan Littlefield-Matthews
Resource Specialist	Roslyn Van Buren Foster
Board Certified Behavior Analyst	
School Nurse	