

January 12, 2022

*This meeting is being conducted via teleconference through the Zoom platform due to State of Emergency orders in the State of California and Sacramento County, and by authorization of the Governor's executive orders N-29-20 and AB 361.*

*Topic: BOT Regular Meeting*

*Time: Jan 12, 2022 04:30 PM Pacific Time (US and Canada)*

*Join Zoom Meeting*

*<https://us02web.zoom.us/j/82609897302?pwd=UlpYnB6RnFyQ2lOOE0weHNYZE9kQT09>*

*Meeting ID: 826 0989 7302*

*Passcode: 610932*

*One tap mobile*

*+16699009128,,82609897302#,,,,\*610932# US (San Jose)*

*Dial by your location*

*+1 669 900 9128 US (San Jose)*

*Meeting ID: 826 0989 7302*

*Passcode: 610932*

*Find your local number: <https://us02web.zoom.us/j/koC9vq89P>*

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

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

#### Regular Meeting Agenda

1. **Call to Order** – 4:30p.m. (H. Fraser-Hurttt)
2. **Roll Call** – 4:30 p.m.  
**Board Members:** Heather Fraser Hurtt, Chair, Jennifer Huetter, Ekaterina Khmelniker, Brittany Kilby, Stephen Quadro.

January 12, 2022

3. **Flag Salute/Quote/Moment of Silence** – 4:33 p.m. *(C. Buckley)*
  
4. **AB 361, Virtual Meetings, Resolution** – 4:35 p.m. *(H. Fraser-Hurttt)*  
The board will reconsider the circumstances of the state of emergency and whether the state of emergency continues to directly impact the ability of the members to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.  
Action: Shall the board approve a resolution to continue to hold virtual board meetings for the next 30 days (January 12, 2022 until February 22, 2022) due to the Covid-19 pandemic?
  
5. **Public Comment** – 4:40 p.m.  
This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes.
  
6. **Consent Agenda**– 4:55 p.m. *(H. Fraser-Hurttt)*  
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 December 8, 2021, Regular Meeting Minutes?**
  - 6.2 **Shall the board approve the January 5, Special Meeting Minutes?**
  - 6.3 **Shall the board approve the Local Control Accountability Plan Federal Addendum for Golden Valley Orchard School?**
  - 6.4 **Shall the board approve the Local Control Accountability Plan Federal Addendum for Golden Valley River School?**
  - 6.5 **Shall the board approve the School Accountability Report Card (SARC) for Golden Valley Orchard School?**
  - 6.6 **Shall the board approve the School Accountability Report Card (SARC) for Golden Valley River School?**
  - 6.7 **Shall the board approve the School Accountability Report Card (SARC) for Golden Valley Tahoe School?**
  
7. **Appointment of New Board Members** – 5:00 p.m. *(H. Fraser-Hurttt)*  
Action: Shall the Board appoint new members to the Golden Valley Board of Trustees?
  
8. **Diversity, Equity, and Inclusion Resolution** – 5:10 p.m. *(B. Page)*  
Discussion/Action: Shall the Board approve a resolution supporting Diversity, Equity, and Inclusion for all?

January 12, 2022

9. **Faculty Reports – 5:20 p.m.**  
**Faculty Chair Report, Orchard:** The Faculty Chair will present items of interest to the board.  
*(Z. Phillips)*  
**Faculty Chair Report, River:** The Faculty Chair will present items of interest to the board.  
*(J. Walthard)*  
**Faculty Chair Report, Tahoe:** The Faculty Chair will present items of interest to the board.  
*(B. Taylor)*
  
10. **Suicide Awareness and Prevention Policy – 5:30 p.m.** *(C. Buckley)*  
**Discussion:** The Board will discuss a second draft of the Suicide Awareness and Prevention Policy.
  
11. **Covid 19 Safety Plan – 5:40 p.m.** *(H. Fraser-Hurttt)*  
**Discussion/Action:** Shall the board approve a revised Covid19 Safety Plan?
  
12. **Strategic Plan Update – 5:55 p.m.** *(J. Huetter)*  
**Discussion:** Jennifer Huetter will provide an update on the Strategic Plan process
  
13. **2022/2023 Calendar, Golden Valley Orchard and River – 6:00 p.m.** *(C. Buckley)*  
**Action:** Shall the board approve the 2022/2023 calendar for Golden Valley Orchard and River?
  
14. **2022/2023 Calendar, Golden Valley Tahoe – 6:07 p.m.** *(C. Buckley)*  
**Action:** Shall the board approve the 2022/2023 calendar for Golden Valley Tahoe?
  
15. **Lease Extension, Golden Valley Tahoe – 6:15 p.m.** *(C. Buckley)*  
**Action:** Shall the Board approve a lease extension with Friends of Tahoe Truckee Waldorf for Golden Valley Tahoe School?
  
16. **Reports – 6:30 p.m.**  
**13.1 Executive Director Report:** The Executive Director will present items of interest to the board.  
**13.2 Board Chair Report:** The Board of Trustees Chair will present items of interest to the board.
  
17. **Closed Session: Conference with Legal Counsel – Anticipated Litigation – 6:40 p.m.** *(H. Fraser-Hurttt)*  
**Action/Discussion:** The board will go into closed session to discuss significant exposure to litigation pursuant to § 54956.9(b): 1 case.
  
18. **Closed Session: Public Employee Performance Evaluation – 7:00 p.m.** *(H. Fraser-Hurttt)*  
**Discussion:** The board will go into closed session to discuss the annual review of the principals of Golden Valley Orchard, Golden Valley River, and Golden Valley Tahoe pursuant to § 54957.

January 12, 2022

**19. Recitation of the Motto of the Social Ethic – 8:00 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.

**20. Adjournment of the meeting – 8:01 p.m.**

*(H. Fraser-Hurtt)*



**RESOLUTION OF THE BOARD OF TRUSTEES OF  
GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATION  
RENEWAL**

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE GOLDEN VALLEY CHARTER SCHOOLS PROCLAIMING A LOCAL EMERGENCY, RATIFYING THE PROCLAMATION OF A STATE OF EMERGENCY BY GOVERNOR’S EXECUTIVE ORDERS N-29-20 (MARCH 17, 2020) AND AB 361 (SEPTEMBER 16, 2021), AND AUTHORIZING REMOTE TELECONFERENCE MEETINGS OF THE LEGISLATIVE BODIES OF Golden Valley Charter Schools FOR THE PERIOD JANUARY 12, 2022 THROUGH FEBRUARY 12, 2022 PURSUANT TO BROWN ACT PROVISIONS.

WHEREAS, the Golden Valley Charter Schools is committed to preserving and nurturing public access and participation in meetings of the Board of Trustees; and

WHEREAS, all meetings of Golden Valley Charter Schools’ legislative bodies are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950 – 54963), so that any member of the public may attend, participate, and watch the District’s legislative bodies conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provisions for remote teleconferencing participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, a required condition is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by conditions as described in Government Code section 8558; and

WHEREAS, a proclamation is made when there is an actual incident, threat of disaster, or extreme peril to the safety of persons and property within the jurisdictions that are within the District’s boundaries, caused by natural, technological, or human-caused disasters; and

WHEREAS, it is further required that state or local officials have imposed or recommended measures to promote social distancing, or, the legislative body meeting in person would present imminent risks to the health and safety of attendees; and



WHEREAS, such conditions now exist in the District, specifically, A STATE OF EMERGENCY HAS BEEN PROCLAIMED – DUE TO THE THREAT OF COVID-19; and

WHEREAS, The Sacramento County Health Officer currently recommends the use of teleconferencing for local legislative bodies, including commissions, committees, boards, and councils to allow for virtual participation in public meetings and is a social distancing measure that may help control the transmission of COVID-19 and its variants. Utilizing teleconferencing options for public meetings is an effective and recommended social distancing measure to facilitate participation in public affairs and is intended to satisfy the requirement of the Brown Act. Please review the [SCPH Teleconferencing Recommendation Document](#) (09/28/2021); and

WHEREAS, the Sacramento County Public Health Officer and Board of Trustees does hereby find that the threat of Covid-19 has caused, and will continue to cause, conditions of peril to the safety of persons within the District that are likely to be beyond the control of services, personnel, equipment, and facilities of the District, and desires to proclaim a local emergency and ratify the proclamation of state of emergency by the Governor of the State of California and The Sacramento County Health Officer; and

WHEREAS, as a consequence of the local emergency, the Board of Trustees does hereby find that the legislative bodies of Golden Valley Charter Schools shall conduct their meetings without compliance with paragraph (3) of subdivision (b) of Government Code section 54953, as authorized by subdivision (e) of section 54953, and that such legislative bodies shall comply with the requirements to provide the public with access to the meetings as prescribed in paragraph (2) of subdivision (e) of section 54953; and

WHEREAS, GOLDEN VALLEY CHARTER SCHOOLS WILL CONDUCT ON OPEN MEETING VIA THE ZOOM TELECONFERENCE PLATFORM. THE AGENDA WILL INCLUDE THE ZOOM LINK AND BE PUBLICLY POSTED AND DISTRIBUTED VIA THE PARENT SQUARE COMMUNICATION PLATFORM. PUBLIC COMMENT WILL BE AGENDIZED AND REMAIN OPEN FOR THE FULL TIME. MEMBERS OF THE PUBLIC MAY COMMENT IN REAL TIME BY USING THE ZOOM RAISED HAND FUNCTION TO BE RECOGNIZED BY THE CHAIR. ALL BOARD MEETINGS ARE BROWN ACT COMPLIANT.

NOW, THEREFORE, THE BOARD OF TRUSTEES OF Golden Valley Charter Schools DOES HEREBY RESOLVE AS FOLLOWS:



Section 1. Recitals. The Recitals set forth above are true and correct and are incorporated into this Resolution by this reference.

Section 2. Proclamation of Local Emergency. The Board hereby proclaims that a local emergency now exists throughout the District, and The Sacramento County Health Officer currently recommends the use of teleconferencing for local legislative bodies, including commissions, committees, boards, and councils to allow for virtual participation in public meetings and is a social distancing measure that may help control the transmission of COVID-19 and its variants.

Section 3. Ratification of Governor's Proclamation of a State of Emergency. The Board hereby ratifies the Governor of the State of California's Proclamation of State of Emergency, effective as of its issuance date of March 17, 2020.

Section 4. Remote Teleconference Meetings. The Executive Director and legislative bodies of Golden Valley Charter Schools are hereby authorized and directed to take all actions necessary to carry out the intent and purpose of this Resolution including, conducting open and public meetings in accordance with Government Code section 54953(e) and other applicable provisions of the Brown Act.

Section 5. Effective Date of Resolution. This Resolution shall take effect immediately upon its adoption and shall be effective until the earlier of (i) February 5, 2022, or such time the Board of Trustees adopts a subsequent resolution in accordance with Government Code section 54953(e)(3) to extend the time during which the legislative bodies of Golden Valley Charter Schools may continue to teleconference without compliance with paragraph (3) of subdivision (b) of section 54953.

PASSED AND ADOPTED by the Board of Trustees of Golden Valley Charter Schools, this 12<sup>th</sup> day of January, 2022, by the following vote:

AYES:  
NOES:  
ABSENT:  
ABSTAIN:

By: \_\_\_\_\_  
Brittany Kilby, Secretary

December 8, 2021

*This meeting is being conducted via teleconference through the Zoom platform due to State of Emergency orders in the State of California and Sacramento County, and by authorization of the Governor's executive orders N-29-20 and AB 361.*

Regular Meeting Minutes

1. **The meeting was called to order at 4:34 p.m.**
2. **Roll Call –**  
**Board Members Present:** Heather Fraser Hurtt, Chair, Suzanne Dick, Jennifer Huetter, Ekaterina Khmelniker.  
**Board Members Absent:** Brittany Kilby, Stephen Quadro.  
**Guests:** Caleb Buckley, Amala Easton, Paula Watson, Jennifer Hoover.
3. **Flag Salute/Quote/Moment of Silence –** Caleb Buckley read the Diligence Virtue Card.
4. **AB 361, Virtual Meetings, Resolution –**  
The board reconsidered the circumstances of the state of emergency and whether the state of emergency continues to directly impact the ability of the members to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.  
Action: The board approved a resolution to continue to hold virtual board meetings for the next 30 days, December 8, 2021 through January 8, 2022, due to the Covid-19 pandemic.  
  
(Ayes: 4, Noes: 0, Abstain: 0)
5. **Public Comment –**  
This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes.  
  
Adam Perales, River Parent, is new to Golden Valley. He has experience in the LCAP committee at his child's previous school. He is looking forward to attending more meetings.  
  
(Public comment was open for the from 4:38 p.m. until 4:53 p.m.)
6. **Consent Agenda–**  
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: The Board approved the following items by consent.
  - 5.1 **The board approved the November 10, 2021, Regular Meeting Minutes.**



December 8, 2021

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

7. **Diversity, Equity, and Inclusion Committee Update –**

Discussion: The Diversity Equity and Inclusion Committee, represented by Becky Page, provided the board with an update on their work. The committee will present a resolution for Golden Valley Charter Schools support of Diversity, Equity, and Inclusion for all at the January board meeting.

8. **Faculty Reports –**

Faculty Chair Report, Orchard: The Orchard Faculty Chair provided a written report with interest to the board. There was no oral report.

Faculty Chair Report, River: The River Faculty Chair provided a written report with interest to the board. There was no oral report.

Faculty Chair Report, Tahoe: The Tahoe Faculty Chair provided a written report with interest to the board. There was no oral report.

9. **First Interim Budget, Golden Valley Orchard –**

Action: The board approved the First Interim Budget for Golden Valley Orchard School with the following amendment:

Page 14, the Certification Page will be amended with the correct school and oversight names.

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

10. **First Interim Budget, Golden Valley River –**

Action: The board approved the First Interim Budget for Golden Valley River School with the following amendment:

Page 23 (packet), the Certification Page will be amended with the correct school and oversight names.

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

11. **First Interim Budget, Golden Valley Tahoe –**

Action: The board approved the First Interim Budget for Golden Valley Orchard Tahoe.

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

12. **Educator Effectiveness Funds Plan, Orchard –**

Action: The board approved the Educator Effectiveness Fund Plan for Golden Valley Orchard School.

December 8, 2021

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

**13. Educator Effectiveness Funds Plan, River –**

Action: The board approved the Educator Effectiveness Fund Plan for Golden Valley River School.

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

**14. Educator Effectiveness Funds Plan, Tahoe –**

Action: The board approved the Educator Effectiveness Fund Plan for Golden Valley Tahoe School.

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

**15. Suicide Awareness and Prevention Policy –**

Discussion: The Board discussed a first draft of the Suicide Awareness and Prevention Policy.

**16. ED Review Committee –**

Action: The Board appointed an ad hoc committee for the Executive Director's annual review consisting of Board members Heather Fraser Hurtt and Suzanne Dick.

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

**17. Covid 19 Safety Plan –**

Discussion/Action: The board approved a revised Covid19 Safety Plan with the following amendment:

Page 79 (packet), Page 11 (plan) should state volunteers must wear masks outdoors.

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

**18. Strategic Plan Update –**

Discussion: Jennifer Huetter provided an update on the Strategic Plan process.

**19. 2022/2023 Calendar –**

Discussion: The board discussed a 2022/2023 calendar.

December 8, 2021

20. **Reports** – 6:55 p.m.

**13.1 Executive Director Report:** The Executive Director provided a written report with items of interest to the board. There was no oral report.

**13.2 Board Chair Report:** The Board of Trustees Chair provided a written report with items of interest to the board. There was no oral report.

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

22. **The meeting was adjourned at 6:19 p.m.**

*Respectfully submitted by Amala Easton.*

---

Heather Fraser Hurtt, Chair

---

Date

January 5, 2022  
Special Meeting Minutes

*This meeting is being conducted via teleconference through the Zoom platform due to State of Emergency orders in the State of California and Sacramento County, and by authorization of the Governor's executive orders N-29-20 and AB 361.*

### Special Meeting Agenda

1. **Call to Order** – The January 5 special meeting was called to order by Vice Chair Jennifer Huetter at 4:04 p.m.
2. **Roll Call** – 4:00 p.m.  
**Board Members Present:** Jennifer Huetter, Ekaterina Khmelniker, Brittany Kilby, Stephen Quadro.  
**Board Members Absent:** Heather Fraser Hurtt, Chair, Suzanne Dick.  
**Guests:** Caleb Buckley, Amala Easton.
3. **Flag Salute/Quote/Moment of Silence** – Caleb Buckley read the Consideration Virtue Card.
4. **AB 361, Virtual Meetings, Resolution** –  
The board will reconsider the circumstances of the state of emergency and whether the state of emergency continues to directly impact the ability of the members to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.  
Action: It was moved by Mr. Quadro, seconded by Ms. Khmelniker, that the board approve a resolution to continue to hold virtual board meetings for the next 30 days due to the Covid-19 pandemic.  
  
(Ayes: 4, Noes: 0, Abstain: 0)
5. **Public Comment** –  
For regular meetings, 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. For special meetings, public comments must be related to an agenda item. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes.  
  
Public comment was opened at 4:07 p.m. and closed at 4:22 p.m..  
  
There were no public comments.
6. **The board recited the Motto of the Social Ethic.**

January 5, 2022

**7. The meeting was adjourned by Vice Chair Jennifer Huetter at 4:23 p.m.**

*Respectfully submitted by Amala Easton.*

---

Heather Fraser Hurtt, Chair

---

Date

DRAFT

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Golden Valley Orchard

## CDS code:

34674470132399

## Link to the LCAP:

*(optional)*

[Provide link.]

## For which ESSA programs will your LEA apply?

Choose from:

### **TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

### **TITLE I, PART D**

Prevention and Intervention Programs for  
Children and Youth Who Are Neglected,  
Delinquent, or At-Risk

### **TITLE II, PART A**

Supporting Effective Instruction

### **TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

### **TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(NOTE: This list only includes ESSA  
programs with LEA plan requirements;  
not all ESSA programs.)*

1. Title 1, Part A; Title II, Part A; Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA uses evidenced-based 3-tiered, Multi-Tiered System of Support (MTSS) approach to support students who need additional academic, behavior, and emotional support. Within the MTSS, the school's Response to Intervention (RTI) program specifically addresses academic support for targeted students. Tier 1 incorporated schoolwide and classroom level of support which provides the basis for identifying and supporting at-risk students. At this level the school incorporates parent education, differentiated instruction, additional adult support in grades K-3 from instructional assistants, and a relationship-based looping model where a teacher remains with the same class over multiple years to help support a student-centered developmental model. Local assessments are completed three times per year in grades 3-8, and twice per year in grade 1 and 2. These assessments help identify gaps in content, provide intervention plans, and to prioritize more intensive interventions. Tier 2 includes both at least weekly push-in and pull-out services from credentialed Educational Support Specialists, speech pathologist, and school psychologist. Tier 3 increases the intensity and frequency of these supports. Examples of some Tier 3 supports may include 1:1 academic support, behavior plans, counseling services, and social groups. Progress monitoring tools are used on a frequent basis to measure the effectiveness of the interventions. Goal 2 in the LCAP outlines out goal to provide a high-quality educational system and comprehensive instructional public Waldorf-inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability target. Goal 2 has a broad goal impact and assists the school in meeting state priority 1. Action 3 of Goal 2 specifically describes the RTI program at the school. Goal 4 of the LCAP works in conjunction with Goal 2. Goal 4 specifies that the school will promote the complete education, both academically and socially by providing support systems to ensure that all students successfully access the curriculum. This goal addresses state priorities 1 and 6 and incorporated the support systems in place for social-emotional and behavioral student needs.



# Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Key LCAP actions and services to support these goals include professional development and training for certificated and classified staff working with students with academic, behavioral, and social-emotional needs, mentorship opportunities, assessments (Fastbridge assessments for ELA, Math, and SEL), trained staff to support the social-emotional and behavioral needs of students, and intervention services provided by staff from the Educational Support Services team.

This funding will be used to augment ongoing efforts implemented by the school funded by state LCFF Supplemental funding as well as funding from local sources. The school does not currently participate in any other federal grant programs.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school.

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Increased opportunities for parent and family participation and involvement are planned at the classroom, school, and charter management organization levels. The school continues to seek input from all stakeholders to help refine strategies to address identified areas of need through parent groups and surveys. Parents are involved in Parent Circle, a group that helps support the needs of the school, staff, and students. Annual festivals, concerts, plays, and other gatherings are held on campus to help foster family engagement as well as to help celebrate the rich educational program at the school. There is a robust pool of parent and family volunteers for one-time and ongoing school projects. The school will develop a schoolsite council to elicit feedback and input from administration, classified staff, certificated staff, and parents on needs and focus areas that are identified. The SSC will develop a parent and family engagement policy, ensure that the policy is distributed to all parents

on an annual basis, educate the community on how families can help support the academic success of their child, provide information on assessments uses at the school, and give frequent input on the progress toward goals created to address areas of need. Parents and families are involved and knowledgeable about their child's education through frequent and clear communication through utilization of the Parent Square platform to inform with parents and families regarding classroom, school, and organization activities. Parent Square also allows two-way communication between families and school staff. Teachers hold Parent Evenings to educate families on the curriculum and Waldorf-inspired pedagogy. Parent-teacher conferences are conducted at least twice per year. Parent education opportunity topics are decided on from feedback on parent surveys and input from school staff. These opportunities are offered at least once per grading period. Staff, parents, and students participate in annual local surveys to give feedback. From these surveys, areas of need are identified, and goals and actions are developed. Staff receive ongoing professional development and training in meetings to give an overview of programs, ways to communicate with and involve parents and families, the importance of family involvement, as well as ensuring the education of the whole child in a developmentally appropriate manner.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

SWP: N/A

TAS: N/A

Neglected or delinquent: N/A

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As homeless students are identified, the school will provide support services to help mitigate the negative impact of poverty. This includes provisions for transportation to the school of origin as well

as support services for the reduction of absenteeism to allow students to participate in school activities academically, socially, and emotionally. The school will work with child welfare agencies as needed.

The LEA follows identification, enrollment, and continued support procedures as detailed in the Homeless Youth Education Policy. The LEA will routinely review the policy to remove any identified barriers to enrollment and outline strategies on retaining and serving students in homeless situations as necessary.

The Executive Director serves as the Homeless Liaison for the families enrolled in the LEA. The Homeless Liaison provides outreach to families and coordinates services between the family and other agencies. The LEA is committed to providing a high-quality education with all of the supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, that Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, counseling services, housing services, and any other appropriate services.

The Homeless Liaison assists parents and families to immediately enroll the student even without the required documents. The Homeless Liaison will work with previous schools to obtain records, obtain the necessary immunizations or immunization records, or other documents after enrollment. The Homeless Liaison encourages parents to be involved in their child's education and ensures that parents are informed of educational and related opportunities to assist their child to be academically successful.

With reservation of funds for homeless education, the LEA provides individual devices, internet access, bus passes, clothing, shoes, food, laundry supplies, toiletries, and school supplies as they are need and necessary. The LEA provides extended learning opportunities that include homework assistance, academic intervention, recreational activities, and social-emotional learning groups at no charge to students that are identified as being homeless. The LEA covers any cost associated with field trips and other school day activities for homeless students.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Kindergarten students are assessed using a first-grade readiness process based on local benchmarks. This ensures that kindergarten students are ready for first grade and a smooth transition is provided when moving into elementary education. A kindergarten mentor teacher work with both kindergarten and first grade teachers to help assist in successful transition from kindergarten to first grade for all students. Students that are not meeting the expected kindergarten benchmarks are encouraged to be referred to the SST process to develop a plan on how to address areas of concern and ensure a smooth transition to the grades.

The school collaborates with local high schools regarding the transition of 8th grade students to the high school environment. Middle school math classes are leveled to help target areas of concern, accelerate instruction, provided differentiate instruction more effectively, and ensure that all students graduate from the school prepared for high school math content standards

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

ESSA SECTION 1423(6)



As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA provides a strategic system of professional growth and improvement systems to California's Quality Professional Learning Standards. Professional growth and improvement are based on data that align professional learning priorities, design and assessments to content and pedagogy for all students, especially significant subgroups of White, Two or More Races, Hispanic, Students with Disabilities, EL, and SED students. The system uses an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and student outcomes.

The teachers meet in grade level and departmental teams to ensure collaborative learning process for teachers to positively impact student learning throughout the school. The special education, educational support services team, and teachers collaborate to focus on students with significant learning and/or behavioral needs through manageable caseloads, differentiated curriculum, accommodations and modifications ensuring that they meet the goals of student learning. The LEA, with input from all educational partners, will set goals for the following year based on student achievement, behavior, and attendance data. Then through a collaborative process, the teachers, parents, staff, administrators, and community will then determine how to utilize funds and how to dedicate resources for professional learning to accomplished identified goals. This is evident in the annual LCAP. The LEA utilizes the system of professional growth and learning in alignment with state and federal requirements and resources.

The LEA has a system of support for teachers, administrators, and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. Each staff member works with their supervisor at the beginning of the year to establish goals that include opportunities for professional growth and development. For clerical and classified staff, they learn to share responsibilities to support each other, attend job-specific trainings, collaborate with colleagues from other school sites, attend conferences and workshops related to their jobs. For new teachers, this may include completing a new teacher induction program, clearing their credential, taking additional classes, completing a master's degree, working with a veteran teacher who will mentor them by lesson modeling, peer observation and co-planning lessons. Veteran teachers receive an opportunity to serve as a mentor teacher, lead professional development sessions in an area of expertise, serve as a teacher leader, serve on committees, attend conferences of their choice as decided by their identified annual goals that are approved by their supervisor, and often times return from conferences/workshops and present covered material to the other teachers and staff. New administrators are provided an opportunity to clear their Administrative Services Credential, attend administrator/leader trainings/workshops, and work with seasoned administrators. Administrators can advance by attending trainings, workshops, and conferences such as those presented by California Charter School Association and Charter School Development Center. The LEA determines how this system promotes professional growth and ensures improvement by evaluating the success of each staff member at the end of the school year to determine if they met or exceeded their established goals, reviews multiple measures of student data, and analyzes the data over time. The administrators ensure proper participation by verifying sign-in sheets, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. Most importantly, the LEA uses input provided by staff, teachers, and administrators following a professional learning session and again later in the school year to determine if professional learning is implemented and sustained.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable for Charter Schools

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The decisions made about the use of supplemental federal funds including updating and improving activities supported under Title II, Part A are discussed at the school level in grade level and departmental team meetings, with parents in annual town hall meetings, and with parents and staff through surveys that advise decision making at the LEA. The schoolsite council will be made up of parents, teachers, classified staff, parents, and community members. The SSC will provide feedback and input on the school program, the activities supported by federal resources, and promote school and community partnerships. The SSC will discuss academic performance, provide input on the school program and supplemental services to make improvements with Title funds as part of the LCAP conversations at the LCAP town hall meetings in the fall and spring each year. Parents, teachers, staff, and students complete an annual needs assessment which provides feedback on the LEA goals and services. The results of the survey are discussed at the town hall meeting each spring. Staff meet weekly and discuss the effectiveness of professional learning as part of the school culture. The decisions consider the needs of the LEA based on student achievement data to include CAASPP, ELPAC, CAST, Fastbridge assessments, attendance data, discipline referrals and suspensions, and student demographic data to include significant student groups. Further, the LEA will review the activities specifically supported by Title II by reviewing the professional learning provided, a summary of staff evaluations, and the evidence of professional learning through summaries of sign-in sheets, observed strategies in the classroom, improvements of teacher capacity by meeting identified goals and improved student learning. The student achievement data, student demographic data, and professional learning data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

(A) The LEA has several relationships that support the school in implementing activities under this subpart. The LEA uses their own staff for art, foreign language, drama, handwork, gardening, drama, and music education to ensure a well-rounded education and funds are used to stock the classes with paints, charcoal, pastels, paper, brushes, musical instruments, sound systems, lights, costumes, textiles, sewing machines, gardening tools and supplies, scripts, and other arts materials.

The LEA partners with School Steps to provide site-based speech and language services, school counseling and psychologist services, social groups, and social emotional lessons and supports. The LEA partners with Catapult Learning to provide social-emotional lessons and small group interventions. Catapult Learning is also providing small groups academic interventions and after-school academic enrichment opportunities for students. Teachers receive professional development from School Steps and Catapult Learning staff to have a deeper understanding of the services and supports being provided so that the work being done by community partners can be supported within the classroom.

(B) The LEA will use Title IV funds to support access to art, handwork, language, gardening, music, drama, SEL, extended learning opportunities, and site-based interventions. As a comprehensive K-8 school, the LEA offers broad access to courses to ensure that all students receive a well-rounded education. The LEA provides students, especially those in identified student subgroups, the necessary supports and interventions to be successful in these classes that are offered.

(C) The LEA is committed to making sure that all students are safe and healthy. The Title IV funds will be used to promote a supportive school climate by providing site-based services for social-emotional learning. The school is committed to reducing the use of exclusionary discipline and promote supportive school discipline through Positive Behavior Intervention and Supports (PBIS). The approach to PBIS has been found to decrease suspension rates, preventing violence, and an increase in student self-esteem and self-regulation. This type of support has long-term benefits that

includes bullying and harassment prevention, drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

(D) The LEA will use Title IV funds to support high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement. The LEA will use funds to support curriculum designed to teach keyboarding skills, engage students in thoughtful conversation and problem-solving on topics of media literacy and responsible usage of the internet and technology.

(E) The LEA will periodically evaluate the effectiveness of the activities carried out under this section. The LEA develops the LCAP and all of the subparts in consultation with all of its educational partners during town hall meetings, surveys, engagement meetings with school leadership, teachers and staff during professional development sessions, and at the administrative level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan to meet the LCAP goals and objectives as measured by the measurable outcomes in order to determine which services should continue, change, or be replaced.

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Golden Valley River

## CDS code:

34674470114983

## Link to the LCAP:

*(optional)*

[Provide link.]

## For which ESSA programs will your LEA apply?

Choose from:

### **TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

### **TITLE I, PART D**

Prevention and Intervention Programs for  
Children and Youth Who Are Neglected,  
Delinquent, or At-Risk

### **TITLE II, PART A**

Supporting Effective Instruction

### **TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

### **TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(NOTE: This list only includes ESSA  
programs with LEA plan requirements;  
not all ESSA programs.)*

1. Title 1, Part A; Title II, Part A; Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*



# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA uses evidenced-based 3-tiered, Multi-Tiered System of Support (MTSS) approach to support students who need additional academic, behavior, and emotional support. Within the MTSS, the school's Response to Intervention (RTI) program specifically addresses academic support for targeted students. Tier 1 incorporated schoolwide and classroom level of support which provides the basis for identifying and supporting at-risk students. At this level the school incorporates parent education, differentiated instruction, additional adult support in grades K-3 from instructional assistants, and a relationship-based looping model where a teacher remains with the same class over multiple years to help support a student-centered developmental model. Local assessments are completed three times per year in grades 3-8, and twice per year in grade 1 and 2. These assessments help identify gaps in content, provide intervention plans, and to prioritize more intensive interventions. Tier 2 includes both at least weekly push-in and pull-out services from credentialed Educational Support Specialists, speech pathologist, and school psychologist. Tier 3 increases the intensity and frequency of these supports. Examples of some Tier 3 supports may include 1:1 academic support, behavior plans, counseling services, and social groups. Progress monitoring tools are used on a frequent basis to measure the effectiveness of the interventions. Goal 2 in the LCAP outlines out goal to provide a high-quality educational system and comprehensive instructional public Waldorf-inspired program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability target. Goal 2 has a broad goal impact and assists the school in meeting state priority 1. Action 3 of Goal 2 specifically describes the RTI program at the school. Goal 4 of the LCAP works in conjunction with Goal 2. Goal 4 specifies that the school will promote the complete education, both academically and socially by providing support systems to ensure that all students successfully access the curriculum. This goal addresses state priorities 1 and 6 and incorporated the support systems in place for social-emotional and behavioral student needs.

# Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Key LCAP actions and services to support these goals include professional development and training for certificated and classified staff working with students with academic, behavioral, and social-emotional needs, mentorship opportunities, assessments (Fastbridge assessments for ELA, Math, and SEL), trained staff to support the social-emotional and behavioral needs of students, and intervention services provided by staff from the Educational Support Services team.

This funding will be used to augment ongoing efforts implemented by the school funded by state LCFF Supplemental funding as well as funding from local sources. The school does not currently participate in any other federal grant programs.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school.

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Increased opportunities for parent and family participation and involvement are planned at the classroom, school, and charter management organization levels. The school continues to seek input from all stakeholders to help refine strategies to address identified areas of need through parent groups and surveys. Parents are involved in Parent Circle, a group that helps support the needs of the school, staff, and students. Annual festivals, concerts, plays, and other gatherings are held on campus to help foster family engagement as well as to help celebrate the rich educational program at the school. There is a robust pool of parent and family volunteers for one-time and ongoing school projects. The school will develop a schoolsite council to elicit feedback and input from administration, classified staff, certificated staff, and parents on needs and focus areas that are identified. The SSC will develop a parent and family engagement policy, ensure that the policy is distributed to all parents

on an annual basis, educate the community on how families can help support the academic success of their child, provide information on assessments uses at the school, and give frequent input on the progress toward goals created to address areas of need. Parents and families are involved and knowledgeable about their child's education through frequent and clear communication through utilization of the Parent Square platform to inform with parents and families regarding classroom, school, and organization activities. Parent Square also allows two-way communication between families and school staff. Teachers hold Parent Evenings to educate families on the curriculum and Waldorf-inspired pedagogy. Parent-teacher conferences are conducted at least twice per year. Parent education opportunity topics are decided on from feedback on parent surveys and input from school staff. These opportunities are offered at least once per grading period. Staff, parents, and students participate in annual local surveys to give feedback. From these surveys, areas of need are identified, and goals and actions are developed. Staff receive ongoing professional development and training in meetings to give an overview of programs, ways to communicate with and involve parents and families, the importance of family involvement, as well as ensuring the education of the whole child in a developmentally appropriate manner.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

SWP: N/A

TAS: N/A

Neglected or delinquent: N/A

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As homeless students are identified, the school will provide support services to help mitigate the negative impact of poverty. This includes provisions for transportation to the school of origin as well

as support services for the reduction of absenteeism to allow students to participate in school activities academically, socially, and emotionally. The school will work with child welfare agencies as needed.

The LEA follows identification, enrollment, and continued support procedures as detailed in the Homeless Youth Education Policy. The LEA will routinely review the policy to remove any identified barriers to enrollment and outline strategies on retaining and serving students in homeless situations as necessary.

The Executive Director serves as the Homeless Liaison for the families enrolled in the LEA. The Homeless Liaison provides outreach to families and coordinates services between the family and other agencies. The LEA is committed to providing a high-quality education with all of the supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, that Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, counseling services, housing services, and any other appropriate services.

The Homeless Liaison assists parents and families to immediately enroll the student even without the required documents. The Homeless Liaison will work with previous schools to obtain records, obtain the necessary immunizations or immunization records, or other documents after enrollment. The Homeless Liaison encourages parents to be involved in their child's education and ensures that parents are informed of educational and related opportunities to assist their child to be academically successful.

With reservation of funds for homeless education, the LEA provides individual devices, internet access, bus passes, clothing, shoes, food, laundry supplies, toiletries, and school supplies as they are need and necessary. The LEA provides extended learning opportunities that include homework assistance, academic intervention, recreational activities, and social-emotional learning groups at no charge to students that are identified as being homeless. The LEA covers any cost associated with field trips and other school day activities for homeless students.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



Kindergarten students are assessed using a first-grade readiness process based on local benchmarks. This ensures that kindergarten students are ready for first grade and a smooth transition is provided when moving into elementary education. A kindergarten mentor teacher work with both kindergarten and first grade teachers to help assist in successful transition from kindergarten to first grade for all students. Students that are not meeting the expected kindergarten benchmarks are encouraged to be referred to the SST process to develop a plan on how to address areas of concern and ensure a smooth transition to the grades.

The school collaborates with local high schools regarding the transition of 8th grade students to the high school environment. Middle school math classes are leveled to help target areas of concern, accelerate instruction, provided differentiate instruction more effectively, and ensure that all students graduate from the school prepared for high school math content standards

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA provides a strategic system of professional growth and improvement systems to California's Quality Professional Learning Standards. Professional growth and improvement are based on data that align professional learning priorities, design and assessments to content and pedagogy for all students, especially significant subgroups of White, Two or More Races, Hispanic, Students with Disabilities, EL, and SED students. The system uses an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and student outcomes.

The teachers meet in grade level and departmental teams to ensure collaborative learning process for teachers to positively impact student learning throughout the school. The special education, educational support services team, and teachers collaborate to focus on students with significant learning and/or behavioral needs through manageable caseloads, differentiated curriculum, accommodations and modifications ensuring that they meet the goals of student learning. The LEA, with input from all educational partners, will set goals for the following year based on student achievement, behavior, and attendance data. Then through a collaborative process, the teachers, parents, staff, administrators, and community will then determine how to utilize funds and how to dedicate resources for professional learning to accomplished identified goals. This is evident in the annual LCAP. The LEA utilizes the system of professional growth and learning in alignment with state and federal requirements and resources.

The LEA has a system of support for teachers, administrators, and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. Each staff member works with their supervisor at the beginning of the year to establish goals that include opportunities for professional growth and development. For clerical and classified staff, they learn to share responsibilities to support each other, attend job-specific trainings, collaborate with colleagues from other school sites, attend conferences and workshops related to their jobs. For new teachers, this may include completing a new teacher induction program, clearing their credential, taking additional classes, completing a master's degree, working with a veteran teacher who will mentor them by lesson modeling, peer observation and co-planning lessons. Veteran teachers receive an opportunity to serve as a mentor teacher, lead professional development sessions in an area of expertise, serve as a teacher leader, serve on committees, attend conferences of their choice as decided by their identified annual goals that are approved by their supervisor, and often times return from conferences/workshops and present covered material to the other teachers and staff. New administrators are provided an opportunity to clear their Administrative Services Credential, attend administrator/leader trainings/workshops, and work with seasoned administrators. Administrators can advance by attending trainings, workshops, and conferences such as those presented by California Charter School Association and Charter School Development Center. The LEA determines how this system promotes professional growth and ensures improvement by evaluating the success of each staff member at the end of the school year to determine if they met or exceeded their established goals, reviews multiple measures of student data, and analyzes the data over time. The administrators ensure proper participation by verifying sign-in sheets, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. Most importantly, the LEA uses input provided by staff, teachers, and administrators following a professional learning session and again later in the school year to determine if professional learning is implemented and sustained.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable for Charter Schools

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The decisions made about the use of supplemental federal funds including updating and improving activities supported under Title II, Part A are discussed at the school level in grade level and departmental team meetings, with parents in annual town hall meetings, and with parents and staff through surveys that advise decision making at the LEA. The schoolsite council will be made up of parents, teachers, classified staff, parents, and community members. The SSC will provide feedback and input on the school program, the activities supported by federal resources, and promote school and community partnerships. The SSC will discuss academic performance, provide input on the school program and supplemental services to make improvements with Title funds as part of the LCAP conversations at the LCAP town hall meetings in the fall and spring each year. Parents, teachers, staff, and students complete an annual needs assessment which provides feedback on the LEA goals and services. The results of the survey are discussed at the town hall meeting each spring. Staff meet weekly and discuss the effectiveness of professional learning as part of the school culture. The decisions consider the needs of the LEA based on student achievement data to include CAASPP, ELPAC, CAST, Fastbridge assessments, attendance data, discipline referrals and suspensions, and student demographic data to include significant student groups. Further, the LEA will review the activities specifically supported by Title II by reviewing the professional learning provided, a summary of staff evaluations, and the evidence of professional learning through summaries of sign-in sheets, observed strategies in the classroom, improvements of teacher capacity by meeting identified goals and improved student learning. The student achievement data, student demographic data, and professional learning data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

(A) The LEA has several relationships that support the school in implementing activities under this subpart. The LEA uses their own staff for art, foreign language, drama, handwork, gardening, drama, and music education to ensure a well-rounded education and funds are used to stock the classes with paints, charcoal, pastels, paper, brushes, musical instruments, sound systems, lights, costumes, textiles, sewing machines, gardening tools and supplies, scripts, and other arts materials.

The LEA partners with School Steps to provide site-based speech and language services, school counseling and psychologist services, social groups, and social emotional lessons and supports. The LEA partners with Catapult Learning to provide social-emotional lessons and small group interventions. Catapult Learning is also providing small groups academic interventions and after-school academic enrichment opportunities for students. Teachers receive professional development from School Steps and Catapult Learning staff to have a deeper understanding of the services and supports being provided so that the work being done by community partners can be supported within the classroom.

(B) The LEA will use Title IV funds to support access to art, handwork, language, gardening, music, drama, SEL, extended learning opportunities, and site-based interventions. As a comprehensive K-8 school, the LEA offers broad access to courses to ensure that all students receive a well-rounded education. The LEA provides students, especially those in identified student subgroups, the necessary supports and interventions to be successful in these classes that are offered.

(C) The LEA is committed to making sure that all students are safe and healthy. The Title IV funds will be used to promote a supportive school climate by providing site-based services for social-emotional learning. The school is committed to reducing the use of exclusionary discipline and promote supportive school discipline through Positive Behavior Intervention and Supports (PBIS). The approach to PBIS has been found to decrease suspension rates, preventing violence, and an increase in student self-esteem and self-regulation. This type of support has long-term benefits that



includes bullying and harassment prevention, drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

(D) The LEA will use Title IV funds to support high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement. The LEA will use funds to support curriculum designed to teach keyboarding skills, engage students in thoughtful conversation and problem-solving on topics of media literacy and responsible usage of the internet and technology.

(E) The LEA will periodically evaluate the effectiveness of the activities carried out under this section. The LEA develops the LCAP and all of the subparts in consultation with all of its educational partners during town hall meetings, surveys, engagement meetings with school leadership, teachers and staff during professional development sessions, and at the administrative level reviewing the most common strategies or obstacles to success. The educational partners including teachers, parents, staff, and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan to meet the LCAP goals and objectives as measured by the measurable outcomes in order to determine which services should continue, change, or be replaced.



GOLDEN VALLEY  
ORCHARD SCHOOL

**School Accountability Report Card  
Golden Valley Orchard  
2020-2021**

# School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

## *Golden Valley Orchard School*

**Address:** 6550 Filbert Ave., Orangevale, CA 95662

**Phone:** (916) 987-1490

**Principal:** Becky Page

**Grade Span:** K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

**Table 1: District Contact Information (School Year 2021–2022)**

Entity	Contact Information
District Name	San Juan Unified
Phone Number	(916) 971-7700
Superintendent	Kent Kern
Email Address	<a href="mailto:kkern@sanjuan.edu">kkern@sanjuan.edu</a>
Website	<a href="http://www.sanjuan.edu">www.sanjuan.edu</a>

**Table 2: School Contact Information (School Year 2021–2022)**

Entity	Contact Information
School Name	Golden Valley Orchard
Street	6550 Filbert Ave.
City, State, Zip	Orangevale, CA 95662-4112
Phone Number	(916) 987-1490
Principal	Becky Page
Email Address	<a href="mailto:bpage@goldenvalleycharter.org">bpage@goldenvalleycharter.org</a>
Website	<a href="http://www.goldenvalleycharter.org">http://www.goldenvalleycharter.org</a>
County-District-School (CDS) Code	34674470132399

**Table 3: School Description and Mission Statement (School Year 2021–2022)**

Since its founding in 1999, Golden Valley has offered a unique and highly effective interdisciplinary curriculum based on a deep understanding of the developmental stages of childhood. Here, learning is embedded in storytelling, movement, arts, music and direct experience of natural phenomena. The goal is to help students develop to their highest potential so they will one day actively create and participate in a vibrant, healthy society that serves the good of all.

Mission: We prepare our students to consciously engage with our evolving world by inspiring a lifelong passion for learning.

Vision: We are a leading network of Waldorf inspired public charter schools.

**Table 4: Student Enrollment by Grade Level (School Year 2020–2021)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	53
<b>Grade 1</b>	29
<b>Grade 2</b>	32
<b>Grade 3</b>	29
<b>Grade 4</b>	26
<b>Grade 5</b>	28
<b>Grade 6</b>	31
<b>Grade 7</b>	27
<b>Grade 8</b>	22
<b>Grade 9</b>	0
<b>Grade 10</b>	0
<b>Grade 11</b>	0
<b>Grade 12</b>	0
<b>Total Enrollment</b>	277

**Table 5: Student Enrollment by Student Group (School Year 2020–2021)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	47.30
<b>Male</b>	52.70
<b>Non-Binary</b>	0.00
<b>American Indian or Alaska Native</b>	0.40
<b>Asian</b>	1.40
<b>Black or African American</b>	0.40
<b>Filipino</b>	0.40
<b>Hispanic or Latino</b>	13.70
<b>Native Hawaiian or Pacific Islander</b>	0.00
<b>Two or More Races</b>	8.30
<b>White</b>	75.50
<b>English Learners</b>	1.10
<b>Foster Youth</b>	0.00
<b>Homeless</b>	1.10
<b>Migrant</b>	0.00
<b>Socioeconomically Disadvantaged</b>	22.40
<b>Students with Disabilities</b>	9.00

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Table 6: Teacher Preparation and Placement (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Total Teaching Positions</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Authorization/Assignment	Number
Permits and Waivers	[DPC]
Misassignments	[DPC]
Vacant Positions	[DPC]
<b>Total Teachers Without Credentials and Misassignments</b>	[DPC]

**Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	[DPC]
Local Assignment Options	[DPC]
Total Out-of-Field Teachers	[DPC]

**Table 9: Class Assignments (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	[DPC]

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)**

**Year and month in which the data were collected:** August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 7-8: Voyages in English Grammar and Writing, Loyola Press  The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-5, though primary source materials are used.	No	0
<b>Mathematics</b>	Grades 6-8: Math in Focus, Singapore Math, Marshall Cavendish  The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of mathematics s are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-6, though primary source materials are used.	Yes	0
<b>Science</b>	The LEA's instructional methodology is thematic interdisciplinary studies. Units of science are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not	No	0



	used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides. The science curriculum is based on the Next Generation Science standards with the Waldorf phenomenological approach to teaching science.		
<b>History-Social Science</b>	The LEA's instructional methodology is thematic interdisciplinary studies. Units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.	No	0
<b>Foreign Language</b>	Textbooks are not used, though primary source materials are used.	No	0
<b>Health</b>	The LEA's instructional methodology is thematic interdisciplinary studies. Units of health are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.	No	0
<b>Visual and Performing Arts</b>	All students at the LEA are trained in drama, music, and fine arts. Materials are primary source sheet music and primary source materials.	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

### Table 11: School Facility Conditions and Planned Improvements

Golden Valley Orchard School was inspected by San Juan Unified using the Facility Inspection Tool. The school was evaluated in the following categories: systems (gas leaks, HVAC, sewer), interior, cleanliness, electrical, restrooms, sinks/fountains, fire safety, hazardous materials, structural damage, roofs, playgrounds, and windows/doors/gates/fences. The facility was rated 99% in good repair. There were no deficiencies noted. There are no pending work orders.

### Table 12: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			None
<b>Interior: Interior Surfaces</b>	X			None
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	X			None
<b>Electrical: Electrical</b>	X			None
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	X			None
<b>Safety: Fire Safety, Hazardous Materials</b>	X			None
<b>Structural: Structural Damage, Roofs</b>	X			None
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	X			None

### Overall Facility Rate

**Year and month of the most recent FIT report:** October 2021

**Table 13: Overall Rating**

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible

students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of

California and the California State University, or career technical education sequences or programs of study.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment: Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment: Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	151	N/T	N/T	N/T	N/T
<b>Female</b>	70	N/T	N/T	N/T	N/T
<b>Male</b>	81	N/T	N/T	N/T	N/T
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	N/T	N/T	N/T	N/T
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	N/T	N/T	N/T	N/T
<b>Hispanic or Latino</b>	13	N/T	N/T	N/T	N/T
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	N/T	N/T	N/T	N/T
<b>White</b>	123	N/T	N/T	N/T	N/T

<b>English Learners</b>	--	N/T	N/T	N/T	N/T
<b>Foster Youth</b>	--	N/T	N/T	N/T	N/T
<b>Homeless</b>	--	N/T	N/T	N/T	N/T
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	32	N/T	N/T	N/T	N/T
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	151	N/T	N/T	N/T	N/T
<b>Female</b>	70	N/T	N/T	N/T	N/T
<b>Male</b>	81	N/T	N/T	N/T	N/T
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	N/T	N/T	N/T	N/T
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	N/T	N/T	N/T	N/T
<b>Hispanic or Latino</b>	13	N/T	N/T	N/T	N/T
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	N/T	N/T	N/T	N/T
<b>White</b>	123	N/T	N/T	N/T	N/T
<b>English Learners</b>	--	N/T	N/T	N/T	N/T
<b>Foster Youth</b>	--	N/T	N/T	N/T	N/T
<b>Homeless</b>	--	N/T	N/T	N/T	N/T
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	32	N/T	N/T	N/T	N/T
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	16	N/T	N/T	N/T	N/T
-----------------------------------	----	-----	-----	-----	-----

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 17: Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s):** Fastbridge: aReading

**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>All Students</b>	151	126	83.44	16.56	62.7
<b>Female</b>	70	60	85.71	14.29	58.3
<b>Male</b>	81	66	77.6	22.4	66.7
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	13	11	84.62	15.38	63.6
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	123	104	84.55	15.45	60.6
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	32	19	59.38	40.62	78.9
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	12	75	25	33.3

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**Table 18: Local Assessment Test Results in Mathematics by Student Group**

**Assessment Name(s):** Fastbridge: aMath

**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
<b>All Students</b>	151	126	83.44	16.56	38.9
<b>Female</b>	70	59	84.28	15.72	25.4
<b>Male</b>	81	67	82.72	17.28	50.7
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	13	11	84.62	15.38	45.5
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	123	104	84.55	15.45	36.5
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	32	19	59.38	40.62	47.4
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	12	75	25	16.7

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**Table 19: CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
<b>Science (grades 5, 8 and high school)</b>	N/A	N/T	N/A	N/T	N/A	N/T

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science

**Table 20: CAASPP Test Results in Science by Student Group Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	48	N/T	N/T	N/T	N/T
<b>Female</b>	24	N/T	N/T	N/T	N/T
<b>Male</b>	24	N/T	N/T	N/T	N/T
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	N/T	N/T	N/T	N/T
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	43	N/T	N/T	N/T	N/T
<b>English Learners</b>	--	N/T	N/T	N/T	N/T
<b>Foster Youth</b>	--	N/T	N/T	N/T	N/T
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0



<b>Socioeconomically Disadvantaged</b>	12	N/T	N/T	N/T	N/T
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 21: Career Technical Education Programs (School Year 2020–2021)**

N/A
-----

**Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)**

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of Pupils Participating in CTE</b>	N/A
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	N/A
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	N/A

**Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
<b>2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	N/A
<b>2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	N/A

### **State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**Table 24: California Physical Fitness Test Results (School Year 2020–2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

**Table 25: Opportunities for Parental Involvement (School Year 2021–2022)**

Parent Circle Meetings – monthly Class Meetings - twice per year or more School Festivals - 1-2 per year Parent Enrichment Evenings - 3 per year LCAP Stakeholder Engagement Meetings - once per year LCAP Parent Survey - once per year  *All engagement was converted to an online format due to the COVID-19 pandemic.
--

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2018– 2019	District 2019– 2020	District 2020– 2021	State 2018– 2019	State 2019– 2020	State 2020– 2021
<b>Dropout Rate</b>	--	--	--	10.90	9.60	11.10	9.00	8.90	9.40
<b>Graduation Rate</b>	--	--	--	78.80	78.50	78.70	84.50	84.20	83.60

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020–2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	0	0	0
<b>Female</b>	0	0	0
<b>Male</b>	0	0	0
<b>Non-Binary</b>	0	0	0
<b>American Indian or Alaska Native</b>	0	0	0
<b>Asian</b>	0	0	0
<b>Black or African American</b>	0	0	0
<b>Filipino</b>	0	0	0
<b>Hispanic or Latino</b>	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0
<b>Two or More Races</b>	0	0	0
<b>White</b>	0	0	0
<b>English Learners</b>	0	0	0
<b>Foster Youth</b>	0	0	0
<b>Homeless</b>	0	0	0
<b>Socioeconomically Disadvantaged</b>	0	0	0
<b>Students Receiving Migrant Education Services</b>	0	0	0
<b>Students with Disabilities</b>	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 28: Chronic Absenteeism by Student Group (School Year 2020–2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	283	278	16	5.8
<b>Female</b>	135	131	7	5.3
<b>Male</b>	148	147	9	6.1
<b>American Indian or Alaska Native</b>	4	4	0	0.0
<b>Asian</b>	2	1	1	100.0
<b>Black or African American</b>	1	1	0	0.0
<b>Filipino</b>	1	1	0	0.0
<b>Hispanic or Latino</b>	41	39	0	0.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0
<b>Two or More Races</b>	23	23	2	8.7
<b>White</b>	211	209	13	6.2
<b>English Learners</b>	5	5	0	0.0
<b>Foster Youth</b>	2	2	0	0.0
<b>Homeless</b>	3	3	0	0.0
<b>Socioeconomically Disadvantaged</b>	77	75	8	10.7
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	29	29	2	6.9

### **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

**Table 29: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
<b>Suspensions</b>	2.18	0.00	4.86	0.10	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.06	0.00	0.08	0.00

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Table 30: Suspensions and Expulsions for School Year 2019–2020 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
<b>Suspensions</b>	0.72	3.11	2.45
<b>Expulsions</b>	0.00	0.03	0.05

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

**Table 31: Suspensions and Expulsions by Student Group (School Year 2020–2021)**

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>	0	0
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

**Table 32: School Safety Plan (School Year 2021–2022)**

The LEA Safety Plan will be reviewed and approved each month at the scheduled Board of Trustees meeting. The plan is reviewed monthly by leadership, staff.
---

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Table 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2018–2019)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23	0	2	0
1	29	0	1	0
2	26	0	1	0
3	20	1	0	0
4	30	0	1	0
5	27	0	1	0
6	29	0	1	0
Other**				

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22	0	2	0
1	29	0	1	0
2	30	0	1	0
3	24	0	1	0
4	29	0	1	0
5	30	0	1	0
6	30	0	1	0
Other**				

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
<b>K</b>	18	1	2	0
<b>1</b>	29	0	1	0
<b>2</b>	32	0	1	0
<b>3</b>	29	0	1	0
<b>4</b>	26	0	1	0
<b>5</b>	28	0	1	0
<b>6</b>	31	0	1	0
<b>Other**</b>				

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* “Other” category is for multi-grade level classes.

**Table 36: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2018–2019)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 37: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2019–2020)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 38: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2020–2021)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)**

<b>Title</b>	<b>Ratio</b>
<b>Pupils to Academic Counselor*</b>	0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Table 40: Student Support Services Staff (School Year 2020–2021)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.10
<b>Library Media Teacher (Librarian)</b>	0.00
<b>Library Media Services Staff (Paraprofessional)</b>	0.03
<b>Psychologist</b>	0.40
<b>Social Worker</b>	0.00
<b>Nurse</b>	0.10
<b>Speech/Language/Hearing Specialist</b>	0.20
<b>Resource Specialist (non-teaching)</b>	1.00
<b>Other</b>	0.70

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



**Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	8679.11	585.80	8,093.31	48,240.69
<b>District</b>	N/A	N/A	--	77,529.00
<b>Percent Difference – School Site and District</b>	N/A	N/A	--	-38.62%
<b>State</b>	N/A	N/A	8,443.83	84,665.00
<b>Percent Difference – School Site and State</b>	N/A	N/A	-4.24%	-54.81%

Note: Cells with N/A values do not require data.

**Table 42: Types of Services Funded (Fiscal Year 2020–2021)**

The LEA offers the full spectrum of special education and general education student supports. We approach the common core standards through the Waldorf curriculum. Students who struggle can receive academic support from an education specialist on staff. Middle school students are leveled based on math ability and there are study halls provided with support teachers. The arts-integrated approach provides for multiple modalities of instruction to meet diverse learning styles and interests. These include music, handwork, gardening, drama, painting, and movement. Teachers use formative assessments to tailor interventions and create new challenges for students at grade level.

**Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	46561.00	50891.00
<b>Mid-Range Teacher Salary</b>	69093.00	78461.00
<b>Highest Teacher Salary</b>	94014.00	104322.00
<b>Average Principal Salary (Elementary)</b>	117706.00	131863.00
<b>Average Principal Salary (Middle)</b>	124292.00	137086.00
<b>Average Principal Salary (High)</b>	143484.00	151143.00
<b>Superintendent Salary</b>	294991.00	297037.00
<b>Percent of Budget for Teacher Salaries</b>	34.00	32.00
<b>Percent of Budget for Administrative Salaries</b>	6.00	5.00

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)**

Percent of Students in AP Courses: 0%

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered*</b>	0

\*Where there are student course enrollments of at least one student.

**Table 45: Professional Development**

<b>Measure</b>	<b>2019–2020</b>	<b>2020–2021</b>	<b>2021–2022</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5

## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**Table 1: LEA-Level CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>LEAwide</b>	N/T	N/T	N/T	N/T	N/T
<b>Female</b>	N/T	N/T	N/T	N/T	N/T
<b>Male</b>	N/T	N/T	N/T	N/T	N/T
<b>American Indian or Alaska Native</b>	N/T	N/T	N/T	N/T	N/T
<b>Asian</b>	N/T	N/T	N/T	N/T	N/T
<b>Black or African American</b>	N/T	N/T	N/T	N/T	N/T
<b>Filipino</b>	N/T	N/T	N/T	N/T	N/T
<b>Hispanic or Latino</b>	N/T	N/T	N/T	N/T	N/T
<b>Native Hawaiian or Pacific Islander</b>	N/T	N/T	N/T	N/T	N/T
<b>Two or More Races</b>	N/T	N/T	N/T	N/T	N/T
<b>White</b>	N/T	N/T	N/T	N/T	N/T
<b>English Learners</b>	N/T	N/T	N/T	N/T	N/T
<b>Foster Youth</b>	N/T	N/T	N/T	N/T	N/T
<b>Homeless</b>	N/T	N/T	N/T	N/T	N/T
<b>Military</b>	N/T	N/T	N/T	N/T	N/T
<b>Socioeconomically Disadvantaged</b>	N/T	N/T	N/T	N/T	N/T
<b>Students Receiving Migrant Education Services</b>	N/T	N/T	N/T	N/T	N/T
<b>Students with Disabilities</b>	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>LEAwide</b>	N/T	N/T	N/T	N/T	N/T
<b>Female</b>	N/T	N/T	N/T	N/T	N/T
<b>Male</b>	N/T	N/T	N/T	N/T	N/T
<b>American Indian or Alaska Native</b>	N/T	N/T	N/T	N/T	N/T
<b>Asian</b>	N/T	N/T	N/T	N/T	N/T
<b>Black or African American</b>	N/T	N/T	N/T	N/T	N/T
<b>Filipino</b>	N/T	N/T	N/T	N/T	N/T
<b>Hispanic or Latino</b>	N/T	N/T	N/T	N/T	N/T
<b>Native Hawaiian or Pacific Islander</b>	N/T	N/T	N/T	N/T	N/T
<b>Two or More Races</b>	N/T	N/T	N/T	N/T	N/T
<b>White</b>	N/T	N/T	N/T	N/T	N/T
<b>English Learners</b>	N/T	N/T	N/T	N/T	N/T
<b>Foster Youth</b>	N/T	N/T	N/T	N/T	N/T
<b>Homeless</b>	N/T	N/T	N/T	N/T	N/T
<b>Military</b>	N/T	N/T	N/T	N/T	N/T
<b>Socioeconomically Disadvantaged</b>	N/T	N/T	N/T	N/T	N/T
<b>Students Receiving Migrant Education Services</b>	N/T	N/T	N/T	N/T	N/T
<b>Students with Disabilities</b>	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group**

Assessment Name(s): Fastbridge: AUTOreading

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	163	127	77.9	22.1	43.3
Female	78	60	76.9	23.1	30.8
Male	85	67	78.8	21.2	44.8
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	11	73.3	26.7	18.2
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	--	--	--	--
White	131	104	79.4	20.6	45.2
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	19	73.1	26.9	47.4
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	12	70.6	29.4	16.7

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

**Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s):** Fastbridge: CBMmath Automaticity  
**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>All Students</b>	163	126	77.3	22.7	27.8
<b>Female</b>	78	59	75.6	24.4	22
<b>Male</b>	85	67	78.8	21.2	32.8
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	15	11	73.3	26.7	9.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	--	--	--	--
<b>White</b>	131	104	79.4	20.6	26.9
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	26	19	73.1	26.9	36.8
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	17	12	70.6	29.4	8.3

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.



GOLDEN VALLEY  
RIVERSCHOOL

**School Accountability Report Card  
Golden Valley River  
2020-2021**



# School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

## *Golden Valley River School*

**Address:** 9601 Lake Natoma Dr., Orangevale, CA 95662      **Phone:** (916) 987-6141

**Principal:** Barbara Ames      **Grade Span:** K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

**Table 1: District Contact Information (School Year 2021–2022)**

Entity	Contact Information
District Name	San Juan Unified
Phone Number	(916) 971-7700
Superintendent	Kent Kern
Email Address	<a href="mailto:kkern@sanjuan.edu">kkern@sanjuan.edu</a>
Website	<a href="http://www.sanjuan.edu">www.sanjuan.edu</a>

**Table 2: School Contact Information (School Year 2021–2022)**

Entity	Contact Information
School Name	Golden Valley River
Street	9601 Lake Natoma Dr..
City, State, Zip	Orangevale, CA 95662-5022
Phone Number	(916) 987-6141
Principal	Barbara Ames
Email Address	<a href="mailto:bames@goldenvalleycharter.org">bames@goldenvalleycharter.org</a>
Website	<a href="http://www.goldenvalleycharter.org">http://www.goldenvalleycharter.org</a>
County-District-School (CDS) Code	34674470114983

**Table 3: School Description and Mission Statement (School Year 2021–2022)**

Since its founding in 1999, Golden Valley has offered a unique and highly effective interdisciplinary curriculum based on a deep understanding of the developmental stages of childhood. Here, learning is embedded in storytelling, movement, arts, music and direct experience of natural phenomena. The goal is to help students develop to their highest potential so they will one day actively create and participate in a vibrant, healthy society that serves the good of all.

Mission: We prepare our students to consciously engage with our evolving world by inspiring a lifelong passion for learning.

Vision: We are a leading network of Waldorf inspired public charter schools.

**Table 4: Student Enrollment by Grade Level (School Year 2020–2021)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	67
<b>Grade 1</b>	35
<b>Grade 2</b>	38
<b>Grade 3</b>	35
<b>Grade 4</b>	29
<b>Grade 5</b>	27
<b>Grade 6</b>	32
<b>Grade 7</b>	25
<b>Grade 8</b>	23
<b>Grade 9</b>	0
<b>Grade 10</b>	0
<b>Grade 11</b>	0
<b>Grade 12</b>	0
<b>Total Enrollment</b>	311

**Table 5: Student Enrollment by Student Group (School Year 2020–2021)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	48.90
<b>Male</b>	51.10
<b>Non-Binary</b>	0.00
<b>American Indian or Alaska Native</b>	0.00
<b>Asian</b>	1.30
<b>Black or African American</b>	0.30
<b>Filipino</b>	0.60
<b>Hispanic or Latino</b>	18.00
<b>Native Hawaiian or Pacific Islander</b>	0.30
<b>Two or More Races</b>	4.50
<b>White</b>	74.90
<b>English Learners</b>	1.60
<b>Foster Youth</b>	0.00
<b>Homeless</b>	0.60
<b>Migrant</b>	0.00
<b>Socioeconomically Disadvantaged</b>	27.30
<b>Students with Disabilities</b>	8.00

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Table 6: Teacher Preparation and Placement (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Total Teaching Positions</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Authorization/Assignment	Number
Permits and Waivers	[DPC]
Misassignments	[DPC]
Vacant Positions	[DPC]
<b>Total Teachers Without Credentials and Misassignments</b>	[DPC]

**Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	[DPC]
Local Assignment Options	[DPC]
Total Out-of-Field Teachers	[DPC]

**Table 9: Class Assignments (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	[DPC]

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)**

*Year and month in which the data were collected:* August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 7-8: Voyages in English Grammar and Writing, Loyola Press  The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-5, though primary source materials are used.	No	0
<b>Mathematics</b>	Grades 6-8: Math in Focus, Singapore Math, Marshall Cavendish  The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of mathematics s are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-6, though primary source materials are used.	Yes	0
<b>Science</b>	The LEA's instructional methodology is thematic interdisciplinary studies. Units of science are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not	No	0

	used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides. The science curriculum is based on the Next Generation Science standards with the Waldorf phenomenological approach to teaching science.		
<b>History-Social Science</b>	The LEA's instructional methodology is thematic interdisciplinary studies. Units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.	No	0
<b>Foreign Language</b>	Textbooks are not used, though primary source materials are used.	No	0
<b>Health</b>	The LEA's instructional methodology is thematic interdisciplinary studies. Units of health are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.	No	0
<b>Visual and Performing Arts</b>	All students at the LEA are trained in drama, music, and fine arts. Materials are primary source sheet music and primary source materials.	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

### Table 11: School Facility Conditions and Planned Improvements

Golden Valley River School was inspected by San Juan Unified using the Facility Inspection Tool. The school was evaluated in the following categories: systems (gas leaks, HVAC, sewer), interior, cleanliness, electrical, restrooms, sinks/fountains, fire safety, hazardous materials, structural damage, roofs, playgrounds, and windows/doors/gates/fences. The facility was rated 90% in good repair. There were no deficiencies noted. There are no pending work orders.

### Table 12: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			None
<b>Interior: Interior Surfaces</b>	X			None
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	X			None
<b>Electrical: Electrical</b>	X			None
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	X			None
<b>Safety: Fire Safety, Hazardous Materials</b>	X			None
<b>Structural: Structural Damage, Roofs</b>	X			None
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	X			None

### Overall Facility Rate

**Year and month of the most recent FIT report:** August 2021

**Table 13: Overall Rating**

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible



students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of

California and the California State University, or career technical education sequences or programs of study.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment: Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment: Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	156	1	0.64	99.36	--
<b>Female</b>	77	1	1.30	98.70	--
<b>Male</b>	79	0	0.00	100.00	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	27	0	0.00	100.00	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	1	9.09	90.91	--
<b>White</b>	114	0	0.00	100.00	--

<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	0	0.00	100.00	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	1	5.88	94.12	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	156	1	0.64	99.36	--
<b>Female</b>	77	1	1.30	98.70	--
<b>Male</b>	79	0	0.00	100.00	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	27	0	0.00	100.00	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	1	9.09	90.91	--
<b>White</b>	114	0	0.00	100.00	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	0	0.00	100.00	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0

<b>Students with Disabilities</b>	17	1	5.88	94.12	--
-----------------------------------	----	---	------	-------	----

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 17: Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s):** Fastbridge: aReading

**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>All Students</b>	156	122	78.21	21.79	57.38
<b>Female</b>	77	60	77.92	22.08	71.67
<b>Male</b>	79	62	78.48	21.52	45.16
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	27	17	62.96	37.04	47.06
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	--	--	--	--
<b>White</b>	114	93	81.58	18.42	60.22
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	21	100.00	0	61.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	12	70.59	29.41	25.00

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**Table 18: Local Assessment Test Results in Mathematics by Student Group**

**Assessment Name(s):** Fastbridge: aMath

**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>All Students</b>	156	110	70.51	29.49	34.55
<b>Female</b>	77	54	70.13	29.87	40.74
<b>Male</b>	79	56	70.89	29.11	28.57
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	27	17	62.96	37.04	23.53
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	--	--	--	--
<b>White</b>	114	82	71.93	28.07	37.80
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	21	100.00	0.00	19.05
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	11	64.71	35.29	39.09

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**Table 19: CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
<b>Science (grades 5, 8 and high school)</b>	N/A	N/T	N/A	--	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science

**Table 20: CAASPP Test Results in Science by Student Group Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	48	N/T	N/T	N/T	N/T
<b>Female</b>	26	N/T	N/T	N/T	N/T
<b>Male</b>	22	N/T	N/T	N/T	N/T
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	N/T	N/T	N/T	N/T
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	N/T	N/T	N/T	N/T
<b>White</b>	37	N/T	N/T	N/T	N/T
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	--	N/T	N/T	N/T	N/T
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 21: Career Technical Education Programs (School Year 2020–2021)**

N/A
-----

**Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)**

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of Pupils Participating in CTE</b>	N/A
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	N/A
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	N/A

**Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
<b>2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	N/A
<b>2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	N/A

### **State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**Table 24: California Physical Fitness Test Results (School Year 2020–2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

**Table 25: Opportunities for Parental Involvement (School Year 2021–2022)**

Parent Circle Meetings – monthly Class Meetings - twice per year or more School Festivals - 1-2 per year Parent Enrichment Evenings - 3 per year LCAP Stakeholder Engagement Meetings - once per year LCAP Parent Survey - once per year  *All engagement was converted to an online format due to the COVID-19 pandemic.
--

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism



**Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2018– 2019	District 2019– 2020	District 2020– 2021	State 2018– 2019	State 2019– 2020	State 2020– 2021
<b>Dropout Rate</b>	--	--	--	10.90	9.60	11.10	9.00	8.90	9.40
<b>Graduation Rate</b>	--	--	--	78.80	78.50	78.70	84.50	84.20	83.60

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020–2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	0	0	0
<b>Female</b>	0	0	0
<b>Male</b>	0	0	0
<b>Non-Binary</b>	0	0	0
<b>American Indian or Alaska Native</b>	0	0	0
<b>Asian</b>	0	0	0
<b>Black or African American</b>	0	0	0
<b>Filipino</b>	0	0	0
<b>Hispanic or Latino</b>	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0
<b>Two or More Races</b>	0	0	0
<b>White</b>	0	0	0
<b>English Learners</b>	0	0	0
<b>Foster Youth</b>	0	0	0
<b>Homeless</b>	0	0	0
<b>Socioeconomically Disadvantaged</b>	0	0	0
<b>Students Receiving Migrant Education Services</b>	0	0	0
<b>Students with Disabilities</b>	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 28: Chronic Absenteeism by Student Group (School Year 2020–2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	327	314	15	4.8
<b>Female</b>	157	152	5	3.3
<b>Male</b>	170	162	10	6.2
<b>American Indian or Alaska Native</b>	4	4	0	0.0
<b>Asian</b>	0	0	0	0.0
<b>Black or African American</b>	1	1	0	0.0
<b>Filipino</b>	2	2	0	0.0
<b>Hispanic or Latino</b>	58	56	5	8.9
<b>Native Hawaiian or Pacific Islander</b>	1	1	0	0.0
<b>Two or More Races</b>	17	15	2	13.3
<b>White</b>	244	235	8	3.4
<b>English Learners</b>	10	10	0	0.0
<b>Foster Youth</b>	0	0	0	0.0
<b>Homeless</b>	2	2	1	50.0
<b>Socioeconomically Disadvantaged</b>	97	93	10	10.8
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	27	27	1	3.7

### **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

**Table 29: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
<b>Suspensions</b>	0.63	0.00	4.86	0.10	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.06	0.00	0.08	0.00

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Table 30: Suspensions and Expulsions for School Year 2019–2020 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
<b>Suspensions</b>	0.30	3.11	2.45
<b>Expulsions</b>	0.00	0.03	0.05

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

**Table 31: Suspensions and Expulsions by Student Group (School Year 2020–2021)**

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>	0	0
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

**Table 32: School Safety Plan (School Year 2021–2022)**

The LEA Safety Plan will be reviewed and approved each month at the scheduled Board of Trustees meeting. The plan is reviewed monthly by leadership, staff.
---

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Table 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2018–2019)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23	0	2	0
1	31	0	1	0
2	31	0	1	0
3	29	0	1	0
4	29	0	1	0
5	28	0	1	0
6	26	0	1	0
Other**				

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21	1	2	0
1	31	0	1	0
2	28	0	1	0
3	29	0	1	0
4	28	0	1	0
5	30	0	1	0
6	27	0	1	0
Other**	21	0	1	0

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
<b>K</b>	22	1	2	0
<b>1</b>	31	0	1	0
<b>2</b>	32	0	1	0
<b>3</b>	29	0	1	0
<b>4</b>	26	0	1	0
<b>5</b>	24	0	1	0
<b>6</b>	32	0	1	0
<b>Other**</b>	27	0	1	0

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* “Other” category is for multi-grade level classes.

**Table 36: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2018–2019)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 37: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2019–2020)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 38: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2020–2021)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)**

<b>Title</b>	<b>Ratio</b>
<b>Pupils to Academic Counselor*</b>	0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Table 40: Student Support Services Staff (School Year 2020–2021)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.10
<b>Library Media Teacher (Librarian)</b>	0.00
<b>Library Media Services Staff (Paraprofessional)</b>	0.05
<b>Psychologist</b>	0.40
<b>Social Worker</b>	0.00
<b>Nurse</b>	0.10
<b>Speech/Language/Hearing Specialist</b>	0.60
<b>Resource Specialist (non-teaching)</b>	1.00
<b>Other</b>	0.60

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	8,339.68	731.15	9,070.82	53,443.50
<b>District</b>	N/A	N/A	--	77,529.00
<b>Percent Difference – School Site and District</b>	N/A	N/A	--	-36.78%
<b>State</b>	N/A	N/A	8,443.83	84,665.00
<b>Percent Difference – School Site and State</b>	N/A	N/A	7.16%	-45.21%

Note: Cells with N/A values do not require data.

**Table 42: Types of Services Funded (Fiscal Year 2020–2021)**

The LEA offers the full spectrum of special education and general education student supports. We approach the common core standards through the Waldorf curriculum. Students who struggle can receive academic support from an education specialist on staff. Middle school students are leveled based on math ability and there are study halls provided with support teachers. The arts-integrated approach provides for multiple modalities of instruction to meet diverse learning styles and interests. These include music, handwork, gardening, drama, painting, and movement. Teachers use formative assessments to tailor interventions and create new challenges for students at grade level.

**Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	46561.00	50891.00
<b>Mid-Range Teacher Salary</b>	69093.00	78461.00
<b>Highest Teacher Salary</b>	94014.00	104322.00
<b>Average Principal Salary (Elementary)</b>	117706.00	131863.00
<b>Average Principal Salary (Middle)</b>	124292.00	137086.00
<b>Average Principal Salary (High)</b>	143484.00	151143.00
<b>Superintendent Salary</b>	294991.00	297037.00
<b>Percent of Budget for Teacher Salaries</b>	34.00	32.00
<b>Percent of Budget for Administrative Salaries</b>	6.00	5.00

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)**

Percent of Students in AP Courses: 0%

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered*</b>	0

\*Where there are student course enrollments of at least one student.

**Table 45: Professional Development**

<b>Measure</b>	<b>2019–2020</b>	<b>2020–2021</b>	<b>2021–2022</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5



## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**Table 1: LEA-Level CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>LEAwide</b>	156	1	0.64	99.36	--
<b>Female</b>	77	1	1.30	98.70	--
<b>Male</b>	79	0	0.00	100.00	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	27	0	0.00	100.00	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	1	9.09	90.91	--
<b>White</b>	114	0	0.00	100.00	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	0	0.00	100	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	1	5.88	94.12	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>LEAwide</b>	156	1	0.64	99.36	--
<b>Female</b>	77	1	1.30	98.70	--
<b>Male</b>	79	0	0.00	100.00	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	27	0	0.00	100.00	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	1	9.09	90.91	--
<b>White</b>	114	0	0.00	100.00	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	0	0.00	100	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	1	5.88	94.12	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group**

Assessment Name(s): Fastbridge: AUTOreading

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	156	125	80.13	19.87	48.80
Female	77	62	80.52	19.48	64.52
Male	79	63	79.75	20.25	31.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	27	19	70.37	29.63	31.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	--	--	--	--
White	114	95	83.33	16.67	51.58
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	61.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	13	76.47	23.53	15.38

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

**Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s):** Fastbridge: CBMmath Automaticity  
**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>All Students</b>	156	118	75.64	24.36	22.03
<b>Female</b>	77	58	75.32	24.68	24.14
<b>Male</b>	79	60	75.95	24.05	21.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	27	16	59.26	40.74	12.50
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	--	--	--	--
<b>White</b>	114	89	78.07	21.93	24.72
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	21	100.00	0.00	4.76
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	17	11	64.71	35.29	9.09

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.



GOLDEN VALLEY  
TAHOE SCHOOL

**School Accountability Report Card  
Golden Valley Tahoe  
2020-2021**

# School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

## *Golden Valley Tahoe School*

**Address:** 12640 Union Mills Rd., Truckee, CA 96161

**Phone:** (530) 717-3019

**Principal:** Barbara Linares

**Grade Span:** K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## About This School

**Table 1: District Contact Information (School Year 2021–2022)**

Entity	Contact Information
District Name	Newcastle Elementary
Phone Number	(916) 259-2832
Superintendent	Denny Rush
Email Address	<a href="mailto:drush@newcastle.k12.ca.us">drush@newcastle.k12.ca.us</a>
Website	<a href="http://www.newcastle.k12.ca.us">www.newcastle.k12.ca.us</a>

**Table 2: School Contact Information (School Year 2021–2022)**

Entity	Contact Information
School Name	Golden Valley Tahoe
Street	12640 Union Mills Rd.
City, State, Zip	Truckee, CA 9616
Phone Number	(530)717-3019
Principal	Barbara Linares
Email Address	<a href="mailto:blinares@goldenvalleycharter.org">blinares@goldenvalleycharter.org</a>
Website	<a href="http://www.goldenvalleycharter.org">http://www.goldenvalleycharter.org</a>
County-District-School (CDS) Code	31-66852-0138008

**Table 3: School Description and Mission Statement (School Year 2021–2022)**

Since its founding in 1999, Golden Valley has offered a unique and highly effective interdisciplinary curriculum based on a deep understanding of the developmental stages of childhood. Here, learning is embedded in storytelling, movement, arts, music and direct experience of natural phenomena. The goal is to help students develop to their highest potential so they will one day actively create and participate in a vibrant, healthy society that serves the good of all.

Mission: We prepare our students to consciously engage with our evolving world by inspiring a lifelong passion for learning.

Vision: We are a leading network of Waldorf inspired public charter schools.

**Table 4: Student Enrollment by Grade Level (School Year 2020–2021)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	42
<b>Grade 1</b>	15
<b>Grade 2</b>	17
<b>Grade 3</b>	13
<b>Grade 4</b>	12
<b>Grade 5</b>	8
<b>Grade 6</b>	0
<b>Grade 7</b>	0
<b>Grade 8</b>	0
<b>Grade 9</b>	0
<b>Grade 10</b>	0
<b>Grade 11</b>	0
<b>Grade 12</b>	0
<b>Total Enrollment</b>	107

**Table 5: Student Enrollment by Student Group (School Year 2020–2021)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	48.60
<b>Male</b>	51.40
<b>Non-Binary</b>	0.00
<b>American Indian or Alaska Native</b>	0.90
<b>Asian</b>	1.90
<b>Black or African American</b>	0.90
<b>Filipino</b>	0.00
<b>Hispanic or Latino</b>	12.10
<b>Native Hawaiian or Pacific Islander</b>	0.00
<b>Two or More Races</b>	3.70
<b>White</b>	80.40
<b>English Learners</b>	0.90
<b>Foster Youth</b>	0.00
<b>Homeless</b>	2.80
<b>Migrant</b>	0.00
<b>Socioeconomically Disadvantaged</b>	20.60
<b>Students with Disabilities</b>	5.60

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Table 6: Teacher Preparation and Placement (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Total Teaching Positions</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Authorization/Assignment	Number
Permits and Waivers	[DPC]
Misassignments	[DPC]
Vacant Positions	[DPC]
<b>Total Teachers Without Credentials and Misassignments</b>	[DPC]

**Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	[DPC]
Local Assignment Options	[DPC]
Total Out-of-Field Teachers	[DPC]

**Table 9: Class Assignments (School Year 2019–2020) \*[DPC]: to be populated by CDE at a later date**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	[DPC]

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)**

*Year and month in which the data were collected:* August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-5, though primary source materials are used.	No	0
<b>Mathematics</b>	The LEA's instructional methodology is thematic interdisciplinary studies. As such our units of mathematics s are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used in grades K-6, though primary source materials are used.	No	0
<b>Science</b>	The LEA's instructional methodology is thematic interdisciplinary studies. Units of science are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides. The science curriculum is based on the Next Generation Science standards with the Waldorf	No	0

	phenomenological approach to teaching science.		
<b>History-Social Science</b>	The LEA's instructional methodology is thematic interdisciplinary studies. Units of language arts are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.	No	0
<b>Foreign Language</b>	Textbooks are not used, though primary source materials are used.	No	0
<b>Health</b>	The LEA's instructional methodology is thematic interdisciplinary studies. Units of health are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used.	No	0
<b>Visual and Performing Arts</b>	All students at the LEA are trained in drama, music, and fine arts. Materials are primary source sheet music and primary source materials.	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

### **Table 11: School Facility Conditions and Planned Improvements**

Golden Valley Tahoe School was inspected January 2022 by the ED using the Facility Inspection Tool. The school was evaluated in the following categories: systems (gas leaks, HVAC, sewer), interior, cleanliness, electrical, restrooms, sinks/fountains, fire safety, hazardous materials, structural damage, roofs, playgrounds, and windows/doors/gates/fences. The facility was rated 100% in good repair. There were no deficiencies noted. There are no pending work orders.

### **Table 12: School Facility Good Repair Status**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

***Year and month of the most recent FIT report:*** August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			None
<b>Interior: Interior Surfaces</b>	X			None
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	X			None
<b>Electrical: Electrical</b>	X			None
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	X			None
<b>Safety: Fire Safety, Hazardous Materials</b>	X			None
<b>Structural: Structural Damage, Roofs</b>	X			None
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	X			None

### Overall Facility Rate

*Year and month of the most recent FIT report:* August 2021

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common

Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment: Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment: Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	N/T	N/T	N/T	N/T
Female	15	N/T	N/T	N/T	N/T
Male	17	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	--	N/T	N/T	N/T	N/T
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	N/T	N/T	N/T	N/T
White	23	N/T	N/T	N/T	N/T
English Learners	--	N/T	N/T	N/T	N/T
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0



<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	N/T	N/T	N/T	N/T
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	32	N/T	N/T	N/T	N/T
<b>Female</b>	15	N/T	N/T	N/T	N/T
<b>Male</b>	17	N/T	N/T	N/T	N/T
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	N/T	N/T	N/T	N/T
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	N/T	N/T	N/T	N/T
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	N/T	N/T	N/T	N/T
<b>White</b>	23	N/T	N/T	N/T	N/T
<b>English Learners</b>	--	N/T	N/T	N/T	N/T
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	N/T	N/T	N/T	N/T
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 17: Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s):** Fastbridge: aReading

**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>All Students</b>	32	22	68.75	31.25	63.64
<b>Female</b>	15	--	--	--	--
<b>Male</b>	17	13	76.47	23.53	76.92
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	23	15	65.22	34.78	73.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**Table 18: Local Assessment Test Results in Mathematics by Student Group**

**Assessment Name(s):** Fastbridge: aMath

**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>All Students</b>	32	22	68.75	31.25	36.36
<b>Female</b>	15	--	--	--	--
<b>Male</b>	17	13	76.47	23.53	38.46
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	23	16	69.57	30.43	61.54
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**Table 19: CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
<b>Science (grades 5, 8 and high school)</b>	N/A	N/T	N/A	43.75	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science

**Table 20: CAASPP Test Results in Science by Student Group Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	--	N/T	N/T	N/T	N/T
<b>Female</b>	--	N/T	N/T	N/T	N/T
<b>Male</b>	--	N/T	N/T	N/T	N/T
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	N/T	N/T	N/T	N/T
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	N/T	N/T	N/T	N/T
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	N/T	N/T	N/T	N/T
<b>White</b>	--	N/T	N/T	N/T	N/T
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	0	0	0	0	0
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 21: Career Technical Education Programs (School Year 2020–2021)**

N/A
-----

**Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)**

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of Pupils Participating in CTE</b>	N/A
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	N/A
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	N/A

**Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
<b>2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	N/A
<b>2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	N/A

### **State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**Table 24: California Physical Fitness Test Results (School Year 2020–2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

**Table 25: Opportunities for Parental Involvement (School Year 2021–2022)**

Class Meetings - twice per year or more
School Festivals - 1-2 per year
Parent Enrichment Evenings - 3 per year
LCAP Stakeholder Engagement Meetings - once per year
LCAP Parent Survey - once per year
*All engagement was converted to an online format due to the COVID-19 pandemic.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2018–2019	School 2019–2020	School 2020–2021	District 2018–2019	District 2019–2020	District 2020–2021	State 2018–2019	State 2019–2020	State 2020–2021
Dropout Rate	--	--	--	--	--	--	9.00	8.90	9.40
Graduation Rate	--	--	--	--	--	--	84.50	84.20	83.60

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020–2021)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
<b>All Students</b>	0	0	0
<b>Female</b>	0	0	0
<b>Male</b>	0	0	0
<b>Non-Binary</b>	0	0	0
<b>American Indian or Alaska Native</b>	0	0	0
<b>Asian</b>	0	0	0
<b>Black or African American</b>	0	0	0
<b>Filipino</b>	0	0	0
<b>Hispanic or Latino</b>	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0
<b>Two or More Races</b>	0	0	0
<b>White</b>	0	0	0
<b>English Learners</b>	0	0	0
<b>Foster Youth</b>	0	0	0
<b>Homeless</b>	0	0	0
<b>Socioeconomically Disadvantaged</b>	0	0	0
<b>Students Receiving Migrant Education Services</b>	0	0	0
<b>Students with Disabilities</b>	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 28: Chronic Absenteeism by Student Group (School Year 2020–2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	115	110	5	4.5
<b>Female</b>	58	57	3	5.3
<b>Male</b>	57	53	2	3.8
<b>American Indian or Alaska Native</b>	2	2	0	0.0
<b>Asian</b>	1	1	0	0.0
<b>Black or African American</b>	1	1	0	0.0
<b>Filipino</b>	0	0	0	0.0
<b>Hispanic or Latino</b>	15	15	1	6.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0
<b>Two or More Races</b>	5	4	0	0.0
<b>White</b>	91	87	4	4.6
<b>English Learners</b>	1	1	0	0.0
<b>Foster Youth</b>	0	0	0	0.0
<b>Homeless</b>	3	3	0	0.0
<b>Socioeconomically Disadvantaged</b>	26	26	3	11.5
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	7	6	1	16.7

### **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



**Table 29: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
<b>Suspensions</b>	0.00	0.00	1.87	0.14	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Table 30: Suspensions and Expulsions for School Year 2019–2020 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
<b>Suspensions</b>	0.00	0.70	2.45
<b>Expulsions</b>	0.00	0.00	0.05

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

**Table 31: Suspensions and Expulsions by Student Group (School Year 2020–2021)**

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>	0	0
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

**Table 32: School Safety Plan (School Year 2021–2022)**

The LEA Safety Plan will be reviewed and approved each month at the scheduled Board of Trustees meeting. The plan is reviewed monthly by leadership and staff.
--

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Table 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2018–2019)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11	1	0	0
1	12	1	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	12	1	0	0

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18	1	0	0
1	6	1	0	0
2	14	1	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	12	1	0	0

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
<b>K</b>	22	1	1	0
<b>1</b>	15	1	0	0
<b>2</b>	0	0	0	0
<b>3</b>	0	0	0	0
<b>4</b>	0	0	0	0
<b>5</b>	0	0	0	0
<b>6</b>	0	0	0	0
<b>Other**</b>	25	1	1	0

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* “Other” category is for multi-grade level classes.

**Table 36: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2018–2019)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 37: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2019–2020)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 38: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2020–2021)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)**

<b>Title</b>	<b>Ratio</b>
<b>Pupils to Academic Counselor*</b>	0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Table 40: Student Support Services Staff (School Year 2020–2021)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.00
<b>Library Media Teacher (Librarian)</b>	0.00
<b>Library Media Services Staff (Paraprofessional)</b>	0.00
<b>Psychologist</b>	0.00
<b>Social Worker</b>	0.00
<b>Nurse</b>	0.00
<b>Speech/Language/Hearing Specialist</b>	0.01
<b>Resource Specialist (non-teaching)</b>	0.05
<b>Other</b>	0.00

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	4,603.03	90.33	4,693.36	51,259.02
<b>District</b>	N/A	N/A	--	76,745.00
<b>Percent Difference – School Site and District</b>	N/A	N/A	--	-40.80%
<b>State</b>	N/A	N/A	8443.83	72,352.00
<b>Percent Difference – School Site and State</b>	N/A	N/A	-57.10%	-34.13%

Note: Cells with N/A values do not require data.

**Table 42: Types of Services Funded (Fiscal Year 2020–2021)**

The LEA offers the full spectrum of special education and general education student supports. We approach the common core standards through the Waldorf curriculum. Students who struggle can receive academic support from an education specialist on staff. Middle school students are leveled based on math ability and there are study halls provided with support teachers. The arts-integrated approach provides for multiple modalities of instruction to meet diverse learning styles and interests. These include music, handwork, gardening, drama, painting, and movement. Teachers use formative assessments to tailor interventions and create new challenges for students at grade level.

**Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	43059.00	47265.00
<b>Mid-Range Teacher Salary</b>	64767.00	69813.00
<b>Highest Teacher Salary</b>	91540.00	91237.00
<b>Average Principal Salary (Elementary)</b>	129340.00	113466.00
<b>Average Principal Salary (Middle)</b>	0.00	115186.00
<b>Average Principal Salary (High)</b>	0.00	0.00
<b>Superintendent Salary</b>	191778.00	131359.00
<b>Percent of Budget for Teacher Salaries</b>	28.00	30.00
<b>Percent of Budget for Administrative Salaries</b>	14.00	7.00

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)**

Percent of Students in AP Courses: 0%

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered*</b>	0

\*Where there are student course enrollments of at least one student.

**Table 45: Professional Development**

<b>Measure</b>	<b>2019–2020</b>	<b>2020–2021</b>	<b>2021–2022</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5

## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**Table 1: LEA-Level CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>LEAwide</b>	32	N/T	N/T	N/T	N/T
<b>Female</b>	15	N/T	N/T	N/T	N/T
<b>Male</b>	17	N/T	N/T	N/T	N/T
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	N/T	N/T	N/T	N/T
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	N/T	N/T	N/T	N/T
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	N/T	N/T	N/T	N/T
<b>White</b>	23	N/T	N/T	N/T	N/T
<b>English Learners</b>	--	N/T	N/T	N/T	N/T
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	N/T	N/T	N/T	N/T
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>LEAwide</b>	32	N/T	N/T	N/T	N/T
<b>Female</b>	15	N/T	N/T	N/T	N/T
<b>Male</b>	17	N/T	N/T	N/T	N/T
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	N/T	N/T	N/T	N/T
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	N/T	N/T	N/T	N/T
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	N/T	N/T	N/T	N/T
<b>White</b>	23	N/T	N/T	N/T	N/T
<b>English Learners</b>	--	N/T	N/T	N/T	N/T
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	N/T	N/T	N/T	N/T
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group**

Assessment Name(s): Fastbridge: AUTOreading

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	32	23	71.88	28.13	39.13
Female	15	10	66.67	33.33	30.00
Male	17	13	76.47	23.53	46.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	16	69.57	30.43	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

**Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s):** Fastbridge: CBMmath Automaticity  
**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>All Students</b>	32	23	71.88	28.13	8.70
<b>Female</b>	15	--	--	--	--
<b>Male</b>	17	13	76.47	23.53	15.38
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	23	16	69.57	30.43	12.50
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

**RESOLUTION OF THE BOARD OF TRUSTEES OF  
GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATION RENEWAL  
IN SUPPORT OF DIVERSITY, EQUITY & INCLUSION FOR ALL**

**WHEREAS**, Golden Valley Charter Schools support the inclusion and belonging of all people regardless of race, color, ancestry, origin, nationality, religion, sex, sexual orientation, gender, gender identity, gender expression, neurodiversity, marital status, family status, age, ability, physical characteristics, or any other personal or cultural characteristic (“ALL PEOPLE”); and

**WHEREAS**, Golden Valley Charter Schools strive to guarantee the safety, security, support and belonging of all staff, students, families, and community members; and

**WHEREAS**, Golden Valley Charter Schools are working at all levels and across all departments in the organization to address educational inequity, including critically analyzing our current system, policies and practices, and recognizes more is needed to combat stereotyping, prejudice, and discrimination, both in our community and in our schools; and

**WHEREAS**, members of Golden Valley Charter Schools are saddened and outraged by events that demonstrate that prejudice and injustice persist in our country; and

**WHEREAS**, all public schools hold a responsibility to help advance social justice, beyond ensuring the safety, security, support and belonging of students and families; and

**WHEREAS**, racism and social inequities cause persistent discrimination and disparate outcomes in many areas of life, including education, housing, employment, criminal justice and health care, and that these inequities are a determinant of social health; and

**WHEREAS**, Black, Indigenous, and people of color have faced a long legacy of racial oppression and discrimination, rooted in systemic, socio-economic, and racial injustice that continues to threaten the well-being of our students of color as well as all students in our counties and state; and

**WHEREAS**, other marginalized people also continue to be the targets of hate speech and acts, rooted in the stereotypical, prejudicial, and ignorant beliefs that cause them; and

**WHEREAS**, Golden Valley Charter Schools support the diversity, inclusion, equity, safety, security and belonging of ALL PEOPLE in our community; and

**WHEREAS**, the Diversity, Equity and Inclusion Committee meets regularly regarding how to promote educational diversity, equity, and inclusion in our school communities, including critically analyzing our current system, policies and practices; and

**WHEREAS**, we recognize more is needed to combat stereotyping, prejudice, and discrimination, both in our communities and in our schools; and



**WHEREAS**, we acknowledge that Waldorf education must continue to grow to meet the changing needs of a diverse community; and

**WHEREAS**, Golden Valley Charter Schools are committed to supporting all of our schools in combating stereotyping, prejudice and discrimination and will work to ensure ALL PEOPLE are treated equitably, with dignity and respect.

**THEREFORE, BE IT RESOLVED**, Golden Valley Charter Schools hereby condemn stereotyping, prejudice and discrimination against ALL PEOPLE.

**THEREFORE BE IT FURTHER RESOLVED**, that Golden Valley Charter Schools will strengthen efforts to support our school communities-- including staff, faculty, families and partners -- with strategies and tools that promote equity, diversity and inclusion, while embracing the rich diversities our students bring; to support the prevention of bullying and harassment, and increase student and community dialogue to build tolerance, inclusivity, understanding and healing; and to identify and address systemic policies and practices that do not align with the beliefs described herein.

**PASSED AND ADOPTED** by the Board of Trustees of Golden Valley Charter Schools, this 12<sup>th</sup> day of January, 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

By: \_\_\_\_\_  
Brittany Kilby, Secretary

Faculty Chair Board report  
January 6, 2022  
Zachary Phillips

Greetings board members and chairperson,

Much beauty abounds here at the new year after having such a warm year end and Holiday break. We were able to gather in meaningful and healing ways, which is much needed in a year which continues to be difficult.

We were given the annual treat of being visited by the second graders led by their light bestowing Santa Lucia. They also were able to perform on stage for the Friday gathering. Then the holiday festivities began in earnest. The student council led a successful Holiday Grams fund-raiser which joined the school in unity. Christmas lights and decorations came on campus and then the last day before break came. There were secret santa gift exchanges and holiday parties following a chilly outdoor sing-a-long, in which each class in turn sang a holiday favorite.

Upon our return Orchard hosted an essential rapid Covid-19 test for the whole community, and in the brief testing window over 150 tests were administered. The entire faculty felt relieved and encouraged by this test. We are all continuing to practice the safety protocols so that as many students as possible stay in their seats with us. Thank you to the organizers and administrators of the test.

With warmthlightsound,  
Zachary Phillips

Faculty Chair Report  
Beth Taylor  
Golden Valley Tahoe School  
January 6, 2022

King Winter has arrived in force in Truckee, and the campus is draped in shimmering white. Fallen icicles are turning to impromptu skating rinks, much to the joy of the children, and once-fluffy powder has transformed into perfect sledding and snowman-making snow. It is always rejuvenating and inspiring to return and see the many ways in which children have grown over the break, and to witness them settle smoothly back into daily rhythms. The fifth and sixth graders are beginning violin, using instruments bought with funds raised from a big community effort two winters ago, and the fourth graders are beginning ukulele, filling the campus with music. Parents are working to donate and install a dishwasher in the Union Mills building, which would enable the kindergartens to begin preparing and serving snack again. In many ways the beginning of a new calendar year feels exciting and awash with possibility, and we as a faculty are savoring those gifts as best we can.

However, under these many blessings lies a constant undercurrent of concern about the constantly increasing Omicron surge. Through our experience of returning to school this week with multiple teacher absences and confirmed cases within our community, it has become apparent that while we have various plans that address cases in which individual students are exposed or positive, how to proceed when a class teacher is sick is much less clear. Teachers feel stressed about what will happen with their class if they test positive for Covid, given the lack of availability of long-term substitutes. We are hopeful that the administration will soon provide a clear contingency plan to address the needs of students when a Tahoe teacher tests positive.

In addition to these pedagogical concerns, it was communicated that complying with the mandates of our Covid Safety Plan and staying home when experiencing Covid-related symptoms, and/or with a positive test result, results in the use of our PTO. This not only feels like an unfair penalty for following mandated regulations to keep each other safe, but also seems to be a negative incentive for honest assessment of our health and potential infectiousness. In the interests of our the health and the health of our community, the Tahoe faculty requests revisiting options for teachers that do not penalize honesty and accountability around Covid and Covid-related symptoms.



## **SUICIDE AWARENESS AND PREVENTION POLICY** *(BOT DRAFT 2021.1.12)*

Golden Valley Charter Schools (GVCS) recognizes that suicide is a leading cause of death among youth, and that an even greater amount of youth consider suicide (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention through collaboration between home and school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create safe and nurturing campuses that minimize suicidal ideation in students.

Recognizing that it is the duty of GVCS to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including providing adequate supports for students, staff, and families affected by suicidal ideation, suicide attempts, and loss.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Executive Director or Designee will develop and implement preventive strategies and intervention procedures that include the following:

### **Overall Strategic Plan for Suicide Prevention**

Golden Valley Charter Schools’ Suicide Awareness and Prevention Policy shall involve school-employed mental health professionals, administrators, other school staff members, parents/guardians/caregivers, students, and appropriate community organizations in planning, implementing, and evaluating the school’s strategies for suicide prevention and intervention.

The Executive Director will ensure policies regarding suicide prevention are properly adopted, implemented, and updated. Each Golden Valley school (GVOS, GVRS, and GVTS) will have a Suicide Prevention Point of Contact (SPPOC). The Suicide Prevention Point of Contact will





be the school principal. The SPPOC will coordinate and implement suicide prevention activities for their school. The SPPOC may designate the school psychologist to carry out these activities. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

## **Prevention**

### **A. Messaging about Suicide Prevention**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, GVCS along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

### **B. Suicide Prevention Training and Education**

GVCS will provide training in the mental health model of suicide prevention for all school staff members and will be implemented as follows:

#### Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-appointed mental health professionals (e.g., counselors, psychologist) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- All GVCS staff will participate in a minimum of one-hour general suicide prevention training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) and will include:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate suicide risk assessment referral;



- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - School and community suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - The factors associated with suicide (risk factors, warning signs, protective factors);
  - How to identify youth who may be at risk of suicide;
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on GVCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on GVCS guidelines;
  - GVCS-approved procedures for responding to suicide risk. Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - GVCS-approved procedures and protocols for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - Resources regarding youth suicide prevention;
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - Youth with a history of suicidal ideation or attempts;
    - Youth with disabilities, mental illness, or substance abuse disorders;



**GOLDEN VALLEY  
CHARTER SCHOOLS**

- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences

**C. Employee Qualifications and Scope of Services**

Employees of GVCS and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to take action in attempt to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

**D. Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals and administratorsemployed by GVCS.

**E. Parents, Guardians, and Caregivers Participation and Education**

- To the extent possible, parents/guardians/caregivers will be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the GVCS Suicide Awareness and Prevention Policy.
- This suicide prevention policy shall be prominently displayed on GVCS's Webpage and included in annual notification of policies.
- Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy through meetings of the Board of Trustees' public comment period or private conversation with their school principal.

**F. Student Participation and Education**

Under the supervision of school-employed mental health professionals, at-risk students and seventh and eighth grade students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;



**GOLDEN VALLEY**  
CHARTER SCHOOLS

- Receive developmentally appropriate guidance regarding the school’s suicide prevention, intervention, and referral procedures.
  
- The content of the education shall include:
  - Coping strategies for dealing with stress and trauma;
  - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
  - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
  - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula such as middle school health class.

## **Intervention, Assessment, Referral**

### **A. Staff**

Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the school Principal (aka, Suicide Prevention Point of Contact (SPPOC)) and the school psychologist. The SPPOC or designee will follow GVCS’s Suicide Prevention Protocols and Suicide Risk Assessment Process.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Students experiencing suicidal ideation shall not be left unsupervised.
- A suicide risk assessment referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Executive Director or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

### **B. Parents, Guardians, and Caregivers**



**GOLDEN VALLEY  
CHARTER SCHOOLS**

A suicide risk assessment referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

**C. Students**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

**D. Parental Notification and Involvement**

GVCS shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
  - An Exchange of Information between the students' mental health treatment provider and the School will be requested from the parent/guardian/caregiver
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the SPPOC (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care.
- An SST, 504, or IEP meeting will be scheduled if applicable

**E. Action Plan for In-School Suicide Attempts**

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;



- Immediately contact the Principal or Designee;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- If appropriate follow GVCS Suicide Prevention Protocols and Risk Assessment;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

#### **F. Action Plan for Out-of-School Suicide Attempts**

If a suicide attempt by a student is outside of GVCS property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Provide care and determine appropriate support to affected students;



- Offer to the student and parents/guardians/caregivers steps for a re-entry plan to school.

### **G. Supporting Students after a Mental Health Crisis**

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmentally to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers.

### **H. Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Schedule an SST, 504, or IEP team meeting prior to re-entry
- Obtain a written release of information signed by parents/guardians/caregivers and providers, and when appropriate mental health providers;



- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Offer Independent Study if the student needs time to transition back to in person school
- Trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in a safety plan.

## **I. Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Executive Director shall ensure that each school site adopts a plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Postvention Response Plan needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall include the following:
  - School Administrator shall confirm death and cause;
  - Enact the Suicide Postvention Response Plan, include an initial meeting of the GVCS Suicide Postvention Response Team;
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death;
  - Emotional support and resources available to staff;
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);





- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
  - Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Utilize and respond to social media outlets:
  - Identify what platforms students are using to respond to suicide death
  - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

LOW	MODERATE	HIGH
• No suicide ideation	• Suicide ideation	• Suicide ideation with high frequency
• No immediate crisis	• Immediate crisis	• Immediate and/or prolonged crisis
• Feels slightly down	• Feels moderately sad and distressed	• Feels high level of sadness/distress
• Hopeful for change/future	• Limited hope for change/future	• Hopelessness about future
• No suicide plan	• Developing suicide plan	• Detailed plan, intent to act, lethal means
• No prior suicide attempts	• Suicide attempts, low lethality	• Previous attempts, one high-lethality or many low to moderate lethality
• Resources available	• Some resources, low effectiveness	• Ineffective or no resources
• No "High Risk Group" factors*	• "High Risk Group" 1 – 2 factors	• "High Risk Group" 3 – 4 factors
# of checks:	# of checks:	# of checks:

\*High Risk Group = mental or physical health issues, drug and/or alcohol abuse, LGBTQ youth, hx suicide in family/friends, hx of risky/impulsive behavior

**Ultimately, the decision for intervention level is based on professional judgement and consultation. This matrix is a guide.**

**Interventions:**

- High Risk: Emergency Situation
  1. **Stay with the student at all times**
  2. Call the police
  3. Try to get them to relinquish means if in possession
  4. Call parents to inform of action
  5. Share resources and follow up
- Moderate Risk: Crisis Intervention
  1. Stay with the student
  2. Determine if the situation is the result of caretaker abuse
  3. Meet with the parents
  4. Determine what to do if the parents are unable or unwilling to assist with crisis intervention
  5. Make appropriate referrals for immediate intervention by mental health professional
  6. Share resources and follow up
- Low Risk: Safety Plan and Referrals
  1. Determine if the situation is the result of caretaker abuse
  2. Speak with the parents (see follow-up)
  3. Make referrals as appropriate
  4. Write a safety plan with the student as appropriate
  5. Share resources and follow-up

**Follow-up and Notes:**

- Parents contacted      Yes      No      Time:      Location:
- Advise to restrict means
  - Advise as re-entry as appropriate
  - Contact not warranted at this time due to lack of perceived risk and information presented. Confidentiality maintained.
- Resources:
- Crisis card with 24 hour Crisis Line 756-5000
  - YCMH Provider Guide as appropriate
  - [www.suicidepreventionyolocounty.org](http://www.suicidepreventionyolocounty.org)
- |                                       |     |    |     |
|---------------------------------------|-----|----|-----|
| Safety Plan?                          | Yes | No | N/A |
| Re-Entry Meeting?                     | Yes | No | N/A |
| <i>Nurse and psychologist invited</i> |     |    |     |
| Release of Information?               | Yes | No | N/A |
| Contagion Risk?                       | Yes | No | N/A |
- Consultation
- Other District mental health professional: \_\_\_\_\_
  - Admin, teachers, nurse (as appropriate)
- Note taking
- Visit Maintenance
  - CPS/other agency
  - Prevention and Crisis manager notified



# 2022/2023 GVOS, GVRS

DRAFT 2022.01.05

2022 JULY (0)							AUGUST (13)							SEPTEMBER (21)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	16	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				34
OCTOBER (20)							NOVEMBER (15)							DECEMBER (16)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			51
2023 JANUARY (15)							FEBRUARY (15)							MARCH (23)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	
																				53
APRIL (15)							MAY (22)							JUNE (0)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6					1	2	3
4	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				37

**Holidays/Non-Instructional/No School**

- August 10-12 – Teacher Work Day
- September 5 - Labor Day
- October 10 - Indigenous Peoples' Day
- November 11 – Veteran's Day
- November 14 – Teacher Work Day
- November 21-25 – Thanksgiving Break
- December 23-January 6 – Winter Break
- January 13 – Teacher Work Day
- January 16 – Martin Luther King Jr. Day
- February 20-24 – Presidents Week
- April 3-7 – Spring Break
- May 29 – Memorial Day

**Days of Note (Minimum)**

- August 15 – First Day of School (Minimum Day)
  - November 15-18 – Conference Week (Minimum Days)
  - March 14-16 – Conference Days (Minimum Days)
  - May 31 – Last Day of School (Minimum Day)
  - All Thursdays – Minimum Day
- 175 Instructional Days

# 2022/2023 GVTS

DRAFT 2022.01.05

2022 JULY (0)							AUGUST (0)							SEPTEMBER (18)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	16	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				18
OCTOBER (20)							NOVEMBER (17)							DECEMBER (16)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			53
2023 JANUARY (15)							FEBRUARY (15)							MARCH (23)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	
																				53
APRIL (15)							MAY (22)							JUNE (19)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6					1	2	3
4	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				56

**Holidays/Non-Instructional/No School**

- September 1, 2, 6 – Teacher Work Day
- September 5 - Labor Day
- October 3 – Local Holiday
- November 11 – Veteran’s Day
- November 14 – Teacher Work Day
- November 23-25 – Thanksgiving Break
- December 23-January 6 – Winter Break
- January 13 – Teacher Work Day
- January 16 – Martin Luther King Jr. Day
- February 20-24 – Presidents Week
- April 3-7 – Spring Break
- May 29 – Memorial Day

**Days of Note (Minimum)**

- September 7 – First Day of School (Minimum Day)
- November 15-18 – Conference Week (Minimum Days)
- March 14-16 – Conference Days (Minimum Days)
- June 27 – Last Day of School (Minimum Day)
- All Thursdays – Minimum Day
- 180 Instructional Days (5 Snow Days)



BOT Chair Report

DATE: 1/12/22

Seeking Board Member Candidates:

The Board of Trustees is seeking people who are interested in the governance and oversight of the Golden Valley Organization. We are actively recruiting parents/guardians of students to join the Board of Trustees. The Board is also planning for succession of the Board Chair next year. Interested parties should contact the Board at [bot@gvcharter.org](mailto:bot@gvcharter.org) for more information.

Continued COVID-19 Safety Planning:

The Board continues to monitor the local impacts of COVID-19 and the recent surge in cases with the omicron variant. We are grateful that with this surge we have more information and tools available to us through our scientific and health communities than before, including testing, vaccines, and treatments.

One such tool is rapid antigen testing. We are appreciative to our leadership and staff for conducting voluntary testing on 1/3/22, the day before our return from Winter Break, to aid us with our return to school, keeping as many students and staff health as possible during this winter season. Thank you to our Staff and community for their perseverance through this pandemic and the care they continue to show their fellow community members.

Our stated goal this year is to provide all students access to safe and full in-person instruction, with as much instruction time as possible, as we are charged and required to do. The Board is closely following Sacramento County Public Health (SCPH), California Department of Public Health (CDPH), and the California Department of Education (CDE) guidance and mandates to inform our compliance and decision making regarding these public health issues at our schools. We are committed to following science-based solutions that will provide the best protection and safety for our staff, students, and families. As always with COVID-19, our planning is subject to new and changing guidance based on the latest research, vetted by the scientific community and public health officials.

The Board will continue to review our COVID-19 Safety Plan in Committee and at Board Meetings. We invite you to continue to follow those discussions and official communications from our schools to keep informed about this issue. Though COVID-19 continues to challenge our community, we are grateful for the information and tools that the medical and scientific community continues to help us with so that we can keep our children in school and our schools open.

Strategic Planning 2021-22:

The Strategic Planning process has begun, and the committee is now forming and setting forth a plan. Follow the Board Meetings and announcements for community



engagement opportunities to come. It will be an exciting time for the community to come together and imagine what is possible in our future, as we begin a new year.

Warm regards,

Heather Fraser Hurtt  
Board Of Trustees, Chair  
Golden Valley Charter Schools



# GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT  
Submitted by Caleb Buckley, EdD

January 12, 2022

*K-8 Tuition-Free Public Waldorf Schools*



## THE CHARTER MANAGEMENT OFFICE

Covid-19 cases have surged in our area and we are seeing the results on our campuses. Schools are doing everything they can to remain open. Average Daily Attendance (ADA) has been very low since coming back from break as students are home sick or under quarantines. The central office is planning a number of all school testing days with a home test to go out during the February break. Faculty will be stretched thin as there is almost no sub pool and teachers are picking up extra classes. If there is no teacher available or if a class reaches 20% of infection, then the whole class will go into independent study.

The Governor has proposed additional rounds of funding to hit next year's school budget. He did articulate that something should be done to protect charter school attendance rates but with little details. In our constant search for grants, Golden Valley will be proposing a recycling grant at a special meeting. The early childhood grants will be awarded to each school this year. After school programs are just now coming online at River and Orchard and can be expanded in the future with more available staff.

Waldorf education was introduced 100 years ago as a healing therapy to a world that had lost its way. We hope that Golden Valley can strengthen the student body as we navigate the pandemic.



## GOLDEN VALLEY ORCHARD SCHOOL



The days leading up to December break were filled with joy as classes celebrated the season. Gift exchanges, holiday grams and buddy class activities all delighted the students and brought a festive feeling to campus. We ended the week with the Annual Orchard All-School Sing-along. With our youngest students from kindergarten joining our morning gathering, and most of the school in pajamas, classes took turns leading songs of the season. Faculty and Staff kicked off the event singing “Dona Nobis Pacem” in harmony. We may have been a little chilly sitting in the amphitheater, yet nobody minded. We ended with an encore of “Feliz Navid led by Mr. March. After a well-deserved Winter break, Orchard hosted the drive-through COVID testing event the day before returning. January will have new services on campus with students receiving social-emotional and academic support from Catapult Services. To date Orchard has 44 students complete short term Independent Study program due to health or quarantine situations. The system has been working well.

Orchard January 6, 2022 Enrollment					
	21.22	20.21	19.20	18.19	17.18
TK	14	15	15	20	13
K	31	35	28	26	33
ABK	18	20	21	24	19
LBAK	7	10	N/A	N/A	N/A
OBK	20	20	22	22	22
1	29	26	29	30	31
2	30	30	30	28	31
3	27	25	24	21	30
4	25	26	27	30	30
5	25	28	30	27	30
6	25	29	30	29	27
7	28	26	25	23	29
8	25	22	26	27	N/A
Total	259	262	264	237	255

## GOLDEN VALLEY RIVER SCHOOL



River School hosted our annual Sing-along on Friday December 17. Ryan Sutton facilitated and led the two separate gatherings in the MP room. He led the students in three traditional songs: *Jingle Bell Rock*, *Winter Wonderland* and *The 12 Days of Christmas*. The Ukulele Club led a rousing rendition of *Feliz Navidad*, and the third-grade class, Laurel Tree, performed a traditional Hanukkah song at each gathering. All enjoyed a sense of return to normalcy!

River School's December Celebration on the 17th continued with buddy activities including read-aloud, arts and crafts, and game activities. Of course, River students and teachers dressed in their pajamas all day, which added to the relaxed and jovial atmosphere for the last day before break. The office fielded many calls asking if it was a half day like in previous years (reminder to build it in this next school year).

Farmer Jim, class teachers, students and parent volunteers have been working on both gardens at river School all year. The seedlings look healthy and are ready for planting. The soil is being weeded and amended with steer manure and worm castings. Hoops will be built to protect the seedlings from free-range chickens. Once both tasks are completed the seedlings will be transplanted. A citrus tree area is being developed.

Finally, faculty has begun discussion and planning for May Day. The safety plan and tradition are being considered as needed. There will be several plans to accommodate any level of pandemic safety protocols.



## GOLDEN VALLEY RIVER SCHOOL

River January 6, 2022 Enrollment					
	21.22	20.21	19.20	18.19	17.18
TK	23	26	25	27	22
K	37	40	39	39	32
CBK	19	19	20	20	10
LBK	19	23	22	23	22
PBK	22	24	22	23	20
1 <sup>st</sup>	30	30	31	31	31
2 <sup>nd</sup>	30	29	29	30	30
3 <sup>rd</sup>	28	26	28	29	30
4 <sup>th</sup>	28	24	28	30	30
5 <sup>th</sup>	26	23	30	28	27
6 <sup>th</sup>	27	32	30	26	29
7 <sup>th</sup>	24	25	28	20	29
8 <sup>th</sup>	22	23	20	28	25/24
1 <sup>st</sup> HS	8	4	6	12	N/A
2 <sup>nd</sup> HS	2	7	7	4	N/A
3 <sup>rd</sup> HS	7	7	3	4	N/A
4 <sup>th</sup> HS	3	3	3	2	N/A
5 <sup>th</sup> HS	N/A	3	1	n/a	n/a
Total	295	302	307	310	307



## GOLDEN VALLEY TAHOE SCHOOL



GVTS has three great pieces of news to share. The school was accepted in the charter SELPA with El Dorado County for next year. This will dramatically increase our special education funding and provide better services to our students. Revenues generated will fully fund our resource teacher's salary. Many thanks to Devin Lombardi who worked very hard to make this happen. In addition to special ed. support, the parents of GVTS have really stepped up to increase their annual giving to an all-time high. The school received a single gift of \$20,000 in December and we will soon reach our goal. Thanks to Elayne Holder for running our Build and Bloom Campaign to make this all happen. Thirdly, Jennifer Hoover has been working on the early childhood grant which GVTS will receive in June. It allocated \$58,000 for the school to develop its transitional kindergarten program to accept 4 year old students.

On the agenda tonight, the board will see that we need a new lease extension with FOTTW and the current rent has increased by \$1500/month. Despite many of the unknown site issues, such as rising costs and the outstanding permit, the community has really risen to the challenge of closing the gap in funding needed to keep the school in operation. Our next enrollment event has 22 participants already. And of course the big story is all the snow! We have used four snow days and it's only January.

Tahoe January 6, 2022 Enrollment					
	21.22	20.21	19.20	18.19	17.18
TK	7	18	8	6	N/A
K	22	21	11	5	N/A
<b>WTK (RRK)</b>	11	23	19	11	N/A
<b>ATK</b>	18	16	N/A	N/A	N/A
1 <sup>st</sup>	13	16	7	12	N/A
2 <sup>nd</sup>	8	17	15	6	N/A
3 <sup>rd</sup>	13	14	7	5	N/A
4 <sup>th</sup>	7	12	5	N/A	N/A
5 <sup>th</sup>	4	8	N/A	N/A	N/A
6 <sup>th</sup>	4	N/A	N/A	N/A	N/A
<b>Total</b>	78	106	53	34	N/A

## COMPLIANCE & ACCOUNTABILITY

The next few months will consist of developing many plans: SARC, ELO-P, UPK, LCAP Mid-Year update are just a few. Golden Valley is bringing the 2020-21 SARC reports to the board for review and approval this month. However, the CDE is delayed in populating data into the SARC web application so the reports will be finalized in February once the CDE populates the additional data tables. The board will not need to approve the SARC again when the additional data is added.

The LCAP Addendum and mid-year update on LCAP goals and expenditures will be presented in the February board meeting. This addendum summarizes any additional Concentration Funds given to schools by the state after the LCAP was approved last school year.

The January legislative session is beginning, and we are hopeful that the state will offer some solutions to remedy the impact of decreased ADA for charter schools for the current school year. Currently there is a Senate Education Committee hearing scheduled on January 12<sup>th</sup> to heard SB 579, which would provide an additional year of hold harmless for all schools, including charter schools, in 2022-23. However, this bill does not currently extend hold harmless for charter schools in the current fiscal year.

The following bills have been newly introduced but have not been scheduled for a hearing.

- **Hold Harmless for 2022-23 School Year:** Similar to SB 579, AB 1609 would provide an additional year of hold harmless for all schools, including charter schools, in 2022-23.
- **Base Grant Increase:** AB 1614 would increase the base grant for the Local Control Funding Formula across the board.
- **Enrollment Based Funding:** SB 830 would create a new supplemental fund, commencing with the 2023-24 Fiscal Year, that would increase funding to all schools to close the gap between their ADA and enrollment, and provide that one-half of the new funding must be used for anti-truancy efforts. The author has committed to including charter schools in the additional funding.

## SPECIAL EDUCATION & ED SUPPORT

For the Golden Valley Tahoe School, the Executive Director and Director of Special Education/Educational Support took part in a Capacity Interview with El Dorado Charter SELPA in hopes of establishing a new partnership for Special Education governance.

For Golden Valley River and Orchard schools, a contract has been established with Catapult Learning to provide additional academic and social/emotional support thanks to funding from the state. This offering will be made available for recommended students mid-January and will last until the end of school.

## ENROLLMENT, MARKETING &amp; COMMUNICATION

**Enrollment** – Open Enrollment for the 22-23 school year for all three sites began January third and will close at midnight on February 26th. Enrollment for the 21-22 school year is open for TK -5th grade for River and Orchard Schools and TK-6th grade for the Tahoe School. thirteen new students began at the River and Orchard Schools on the first week of January. Twenty-four applications for siblings have been submitted for the 22-23 school year so far. Most of the applications are for TK and K. The enrollment and Student Services Office debuted online registration from the Aeries system this week and is looking forward to streamlining our registration process for all the schools with the new Student Information System.

**Marketing: Social Media** posting for GVCS is at least three times a week and up to daily. **Open Enrollment Parent Information Meeting dates** are on Eventbrite, the website, and Facebook with online ads running for all three schools. The schools are listed as an option in local school guides. **Radio Ads** for all three schools are live now through February. Our Tahoe School principal will be interviewed on 101.5FM and recorded for us to achieve on our website. Enrollment postcards for 22-23 are printed and physically available at the school sites for distribution. Letters with postcards are being mailed to local preschools with a letter from the enrollment coordinator.

**Website Project:** Is in its second stage of development. We will have one domain for the CMO and all three schools. We are in the migration of content stage.

**Annual Report:** The Annual Report for 2021 is online and in print. Mailed reports were received by all GVCS families in the third week of December. The report serves to communicate our finances, fundraising, and quality and commitment to Waldorf over the school year. Additional physical copies available in each school site and the central office.

**Retention, Social Media, & Newsletters** Many photos with an insider's look into the schools are being communicated online and through newsletters. We cannot offer school tours or have adults on campus outside of our community and need to continue broadcasting the heart stories and educational connection our students receive. Teachers and staff are helpful in sharing photos and stories for posting on Facebook/Instagram. We have received prospective family feedback that these posts have helped families learn about our schools and feel welcome to join our community.

**Outreach:** We have Parent Information Meetings on Eventbrite, Social Media, and on Radio Ads for Open Enrollment. Annie Bosque, the Early Childhood Mentor, is offering an Early Childhood Educator's Tea & Craft evening online for the local preschool directors to attend. The evening will take place on February 9th at 6:30pm. The enrollment coordinator will reach out to the preschool directors and send the crafts materials, tea packet, and invitation to the event. This event is an outreach effort for all three schools. We are working on student made watercolor thank you cards to send to donors of GVCS. The art teachers of River and Orchard Schools are working together with the Enrollment Coordinator in installing an art gallery of student work at Bad Fish Coffee in Orangevale during the month of March. Bad Fish Coffee will also donate a percentage of its profits to GVCS.



## ENROLLMENT, MARKETING &amp; COMMUNICATION

Orchard Enrollment Movement 12/1-1/5				
	December 1	Gain	Loss	January 5
TK/K		1	(4)	
1		1	(1)	
2		~	~	
3		~	(1)	
4		~	~	
5		~	(1)	
6		~	(1)	
7		~	~	
8		~	~	
Total Enrollment	265	2	(8)	259
River Enrollment Movement 12/1-1/5				
	December 1	Gain	Loss	January 5
TK/K		5	(1)	
1		3	~	
2		1	(1)	
3		3	(1)	
4		2	~	
5		3	~	
6		~	~	
7		~	~	
8		~	(1)	
Total Enrollment	282	17	(4)	295
Tahoe Enrollment Movement 12/1-1/5				
	December 1	Gain	Loss	January 5
TK/K		~	~	
1		~	~	
2		~	(1)	
3		~	~	
4		~	~	
5		~	~	
6		~	~	
Total Enrollment	78	~	(1)	77



## DEVELOPMENT

The first half of 2021-22 ended strong for our giving campaigns. Annual Giving campaign for our River and Orchard schools is at net \$142,056.24. We are at 71.02% of our goal (200k). Currently the campaign is at 32.97% of attendance vs donors. The Build and Bloom Campaign is at net \$103,199.90, 68.79% of goal (150k). The percentage of attendance vs donors is at 62.82%. We are very pleased with this number.

These funds reflect one-time donations and monthly donations calculated out for the balance of the campaign (school year). For example, if a donor gave \$100 a month in August the total amount of \$1200 is reflected in the August totals. If \$100 monthly was received in May, \$300 would be accounted for (3 months left in the campaign).

For our Orchard and River/Annual Giving Campaign, we are in the process of working on a phone tree campaign to increase the number of donors.

In Tahoe, we continue to build on community and connection.

DEVELOPMENT FUND CAMPAIGNS		
SCHOOL	PLEDGES	GOAL
Orchard - AGC	\$66,389	\$100,000
River - AGC	\$74,096	\$100,000
Tahoe - AGC	\$103,200	\$169,000
GVEF - Fireworks	\$36,003	n/a
GVEF - Eagle Chase	\$35,825	n/a
GVEF - Amazon Smile	\$742	n/a
Farm Fresh to You	\$346	n/a
<b>Total Funds Raised</b>		<b>\$326,395</b>

