



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

June 7, 2023

**Board Meeting Access Information**

**Date:** Wednesday, June 7, 2023  
**Time:** 4:30 p.m.  
**Primary Location:** Golden Valley Orchard, Room 9, 6550 Filbert Ave, Orangevale, CA 95662

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

**Zoom:** Topic: BOT 2023.06.07  
Time: Jun 7, 2023 04:30 PM Pacific Time (US and Canada)

*Join Zoom Meeting*

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*Passcode: 675372*

*One tap mobile*

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*This meeting is being conducted in person. Members of the public may attend in person, online via teleconference through the Zoom platform, or may phone in.*

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

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

June 7, 2023  
Regular Meeting Agenda

1. **Call to Order** – 4:30p.m. *(J. Huetter)*
  
2. **Roll Call** – 4:30 p.m.  
**Board Members:** Jennifer Huetter, Adam Errington, Katie Gerski-Keller, Ekaterina Khmelniker, Stephen Quadro, Meredith Willisen.
  
3. **Closed Session: Conference with Legal Counsel – Anticipated Litigation – 4:35 p.m.** *(J. Huetter)*  
**Action/Discussion:** The board will go into closed session to discuss significant exposure to litigation pursuant to § 54956.9(b): 1 case.
  
4. **Board Member Exigencies and Remote Attendance** – 5:00 p.m. *(J. Huetter)*  
**Action:** Shall the board approve any board members to participate in this board meeting from a remote location due to unexpected emergencies per AB 2449?  
**Information:** Members must publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and if so, the general nature of the member’s relationship with any such individuals; and ensure their meeting participation using both visual and audio technology.
  
5. **Flag Salute/Quote/Moment of Silence** – 5:05 p.m. *(C. Buckley)*
  
6. **Public Comment** – 5:10 p.m. *(J. Huetter)*  
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.
  
7. **Consent Agenda**– 5:25 p.m. *(J. Huetter)*  
All items listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless a member of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Executive Director recommends approval of all Consent Agenda items.  
**Action:** ***Shall the Board approve the following items by consent?***
  - 6.1 ***Shall the board approve the May 24, 2023, Regular Meeting Minutes?***
  - 6.2 ***Shall the board approve Golden Valley Orchard School’s (GVOS) Local Control Accountability Plan (LCAP)?***
  - 6.3 ***Shall the board approve Golden Valley River School’s (GVRS) Local Control Accountability Plan (LCAP)?***
  - 6.4 ***Shall the board approve the 2023/2024 Revolution Foods Contract?***

June 7, 2023

8. **2023-2024 Planning Budget, Orchard** – 5:30 p.m. *(S. Lefkowitz)*  
Discussion/Action: Shall the board approve the 2023-2024 Golden Valley Orchard budget?
9. **2023-2024 Planning Budget, River** – 6:00 p.m. *(S. Lefkowitz)*  
Discussion/Action: Shall the board approve the 2023-2024 Golden Valley River budget?
10. **2023-2024 Local Indicators, Orchard** – 6:30 p.m. *(J. Hoover)*  
Discussion: The board shall discuss the 2023-2024 Local Indicators for Golden Valley Orchard.
11. **2023-2024 Local Indicators, River** – 6:40 p.m. *(J. Hoover)*  
Discussion: The board shall discuss the 2023-2024 Local Indicators for Golden Valley River.
12. **Executive Reports** – 6:45 p.m.  
**14.1 Board Chair Report:** The Board of Trustees Chair will present items of interest to the board. *(J. Huetter)*  
**14.2 Executive Director Report:** The Executive Director will present items of interest to the board. *(C. Buckley)*
13. **Recitation of the Motto of the Social Ethic** – 7:00 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.
14. **Adjournment of the meeting** – 7:01 p.m. *(J. Huetter)*

May 24, 2023

Regular Meeting Minutes

1. **Chair Jennifer Huetter called the meeting to order at 4:33 p.m.**
2. **Roll Call –**  
**Board Members Present:** Jennifer Huetter, Adam Errington, Katie Gerski-Keller, Ekaterina Khmelniker, Meredith Willsen.  
**Board Members Absent:** Stephen Quadro  
**Guests:** Caleb Buckley, Amala Easton, Heather Peery, AJ Lacoste, Jennifer Hoover, Becky Page, Kim Blakely, Ryan Sutton (River), Susan Lefkowitz (Zoom).
3. **Board Member Exigencies and Remote Attendance –**  
**Action:** Shall the board approve any board members to participate in this board meeting from a remote location due to unexpected emergencies per AB 2449?

***TABLED/NO VOTE***

4. **Flag Salute/Quote/Moment of Silence –** Caleb Buckley read a quote related to the Virtue Humility.
5. **Public Comment –**  
There were no public comments.
6. **GVOS Local Control Accountability Plan PUBLIC HEARING –**  
**CHAIR JENNIFER HUETTER opened a public hearing at 4:36 p.m. to receive public comments on Golden Valley Orchard School's (GVOS) Local Control Accountability Plan (LCAP).**

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

Katya Khmelniker made a comment regarding how Golden Valley identifies unduplicated pupils; she also commented on Orchard's CAASPP performance as compared to district schools and the state of CA overall.

Jennifer Huetter made a comment regarding math CAASPP scores being projected to increase; and who and how math interventions will be managed.

Meredith Willsen made a comment regarding a math intervention program.

***CHAIR JENNIFER HUETTER CLOSED THE GVOS PUBLIC HEARING AT 5:05 p.m.***

7. **GVRS Local Control Accountability Plan PUBLIC HEARING –**  
Chair Jennifer Huetter opened a public hearing at 5:06 p.m. to receive public comments on Golden Valley River School's (GVRS) Local Control Accountability Plan (LCAP).

May 24, 2023

Jennifer Hoover presented the Golden Valley River Local Control Accountability Plan (LCAP).

Kim Blakely made a comment regarding Foster Youth categorization and the Math intervention programs.

AJ Lacoste made a comment regarding how CAASPP is scored.

Ekaterina Khmelniker made a comment regarding the student to teacher ratio.

***CHAIR JENNIFER HUETTER CLOSED THE GVRS PUBLIC HEARING AT 5:25 p.m.***

**8. Minutes Approval –**

Action: It was moved by Adam Errington and seconded by Ekaterina Khmelniker that the board approve the May 10, 2023, Regular Meeting Minutes.

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

**9. 2023-2024 Planning Budget, Orchard –**

The board discussed the 2023-2024 Golden Valley Orchard budget.

**10. 2023-2024 Planning Budget, River –**

The board discussed the 2023-2024 Golden Valley River budget.

**11. Faculty Reports –**

**Faculty Chair, Orchard:** The Orchard Faculty Chair presented items of interest to the board.

**Faculty Chair, River:** The River Faculty Chair presented items of interest to the board.

**12. Executive Reports –**

**14.1 Board Chair Report:** The Board of Trustees Chair presented items of interest to the board.

**14.2 Executive Director Report:** The Executive Director presented items of interest to the board.

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

**14. Chair Jennifer Huetter adjourned the meeting at 6:56 p.m.**

Respectfully submitted by Amala Easton.

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Jennifer Huetter, Chair

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Date

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley Orchard

CDS Code: 34674470132399

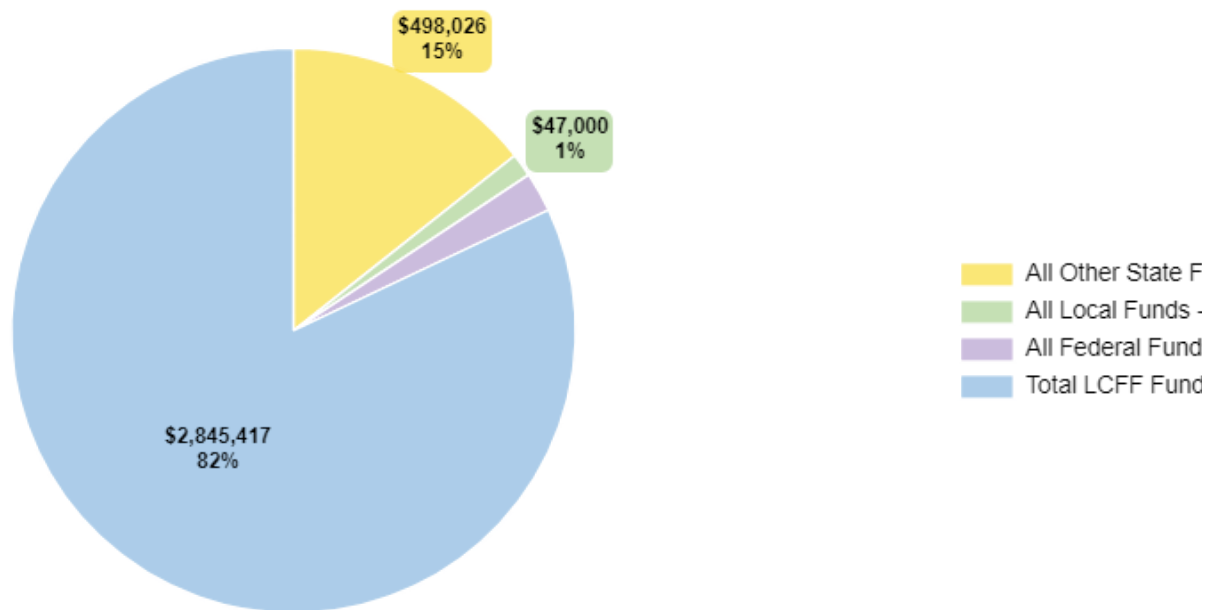
School Year: 2023-24

LEA Contact Information: Caleb Buckley | cbuckley@goldenvalleycharter.org | 916-597-1477

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

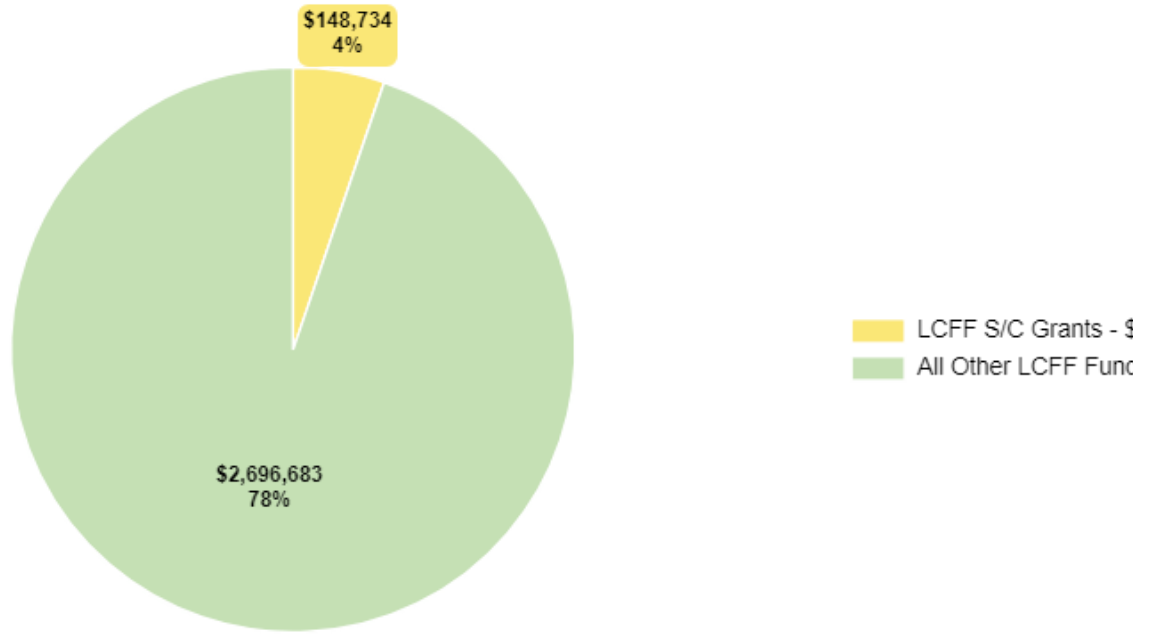
## Budget Overview for the 2023-24 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$498,026	15%
All Local Funds	\$47,000	1%
All Federal Funds	\$78,537	2%
Total LCFF Funds	\$2,845,417	82%

# Breakdown of Total LCFF Funds



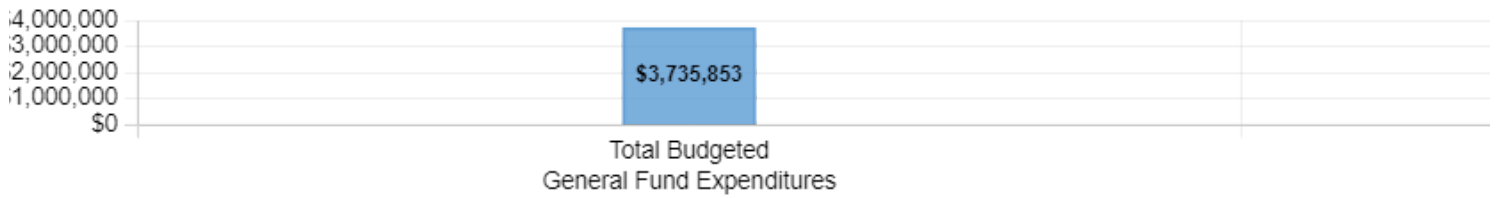
Source	Funds	Percentage
LCFF S/C Grants	\$148,734	4%
All Other LCFF Funds	\$2,696,683	78%

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

The total revenue projected for Golden Valley Orchard is \$3,468,980, of which \$2,845,417 is Local Control Funding Formula (LCFF), \$498,026 is other state funds, \$47,000 is local funds, and \$78,537 is federal funds. Of the \$2,845,417 in LCFF Funds, \$148,734 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

## Budgeted Expenditures in the LCAP



*This chart provides a quick summary of how much Golden Valley Orchard plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.*

Golden Valley Orchard plans to spend \$3,735,853 for the 2023-24 school year. Of that amount, \$1,591,500 is tied to actions/services in the LCAP and \$2,144,353 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

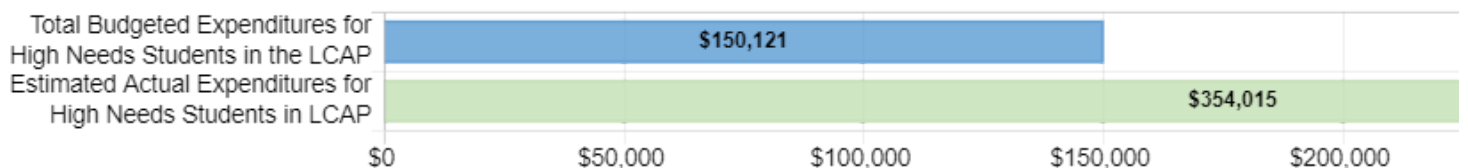
The budgeted expenditure that are not included in the LCAP will be used for general operating expenses.

## Increase or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Golden Valley Orchard is projecting it will receive \$148,734 based on the enrollment of foster youth, English learner, and low-income students. Golden Valley Orchard must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Valley Orchard plans to spend \$152,000 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2022-23

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



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



*current year.*

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In 2022-23, Golden Valley Orchard's LCAP budgeted \$150,121 for planned actions to increase or improve services for high needs students. Golden Valley Orchard actually spent \$354,015 for actions to increase or improve services for high needs students in 2022-23.

## Instructions

### LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

*\*NOTE:* The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

#### LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

*Coming School Year:* This information is automatically generated.

*Current School Year:* This information is automatically generated.

#### Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

#### Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental & Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional

actions it is taking to meet its requirement to increase or improve services for high needs students.

*Note:* If no prompt appears, the LEA is not required to supply a description.

## **Expenditures for High Needs Students in the 2021–22 School Year**

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in “Total Budgeted Expenditures for High Needs Students in the LCAP” for the 2021–22 school year is greater than the amount in “Actual Expenditures for High Needs Students in LCAP”, a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.

*Note:* If no prompt appears, the LEA is not required to supply a description.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Valley Orchard	Caleb Buckley Executive Director	cbuckley@goldenvalleycharter.org 916-597-1477

## Plan Summary 2023-24

### General Information

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

Golden Valley Orchard School opened in the fall of 2015 as an independent charter school. We serve approximately 279 students in grades K through 8. Our student population is 2.9% English Learner (EL), 29.7% of students are classified as socioeconomically disadvantaged, and 8.6% are students with disabilities. Our student population is made up of 0.4% African American, 0.4% Asian, 0.7% Filipino, 17.6% Hispanic, 73.8% white, and 7.2% two or more races. Our school is a community of parents and teachers using a curriculum inspired by Waldorf education that nourishes and inspires our students. This type of education brings forth creative imagination, critical thinking, self-confidence, a sense of delight, and respect for nature and humanity while building a strong academic foundation. Within this framework, each teacher selects and presents the subject matter using a curriculum inspired by Waldorf Education or other best practices tailored to the learning needs of the children in their class and aligned with Common Core Content Standards.

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

#### Math Indicator

- Multiracial students: 10.5 (no performance level due to fewer than 20 students)

#### ELA Indicator

- Multiracial students: 23.9 points from standard (no performance level due to fewer than 20 students)

#### Suspension Indicator

- All: 5 students suspended; 1.7% suspension rate (medium)
- Hispanic: 0 students suspended; 0% suspension rate (very low)
- White: 4 students suspended; 2% suspension rate (medium)

#### Local Mathematics Assessment (Fastbridge- aMath)

- 65% of Title I students that were identified for math support made one year's progress on the aMath assessment from the fall to winter assessment periods.

#### Local Language Arts Assessment (Fastbridge- aRead)

- Hispanic students had a 9% increase in students that performed at or above grade level on the aRead assessment from the previous school year. 54% of these students made one year's progress by the winter assessment period.
- Multiracial students had a 9% increase in students that performed at or above grade level on the aRead assessment from the previous school year, and 65% of multiracial students made one year's progress on the assessment from the fall to winter assessment periods.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

#### Chronic Absenteeism Indicator

- All students-35.1% (very high)
- White students: -37.7% (very high)
- Hispanic students: -41.7% (very high)

- Multiracial students: -12% (high)
- Socioeconomically disadvantaged students: -42.2% (very high)
- Students with disabilities: -38.7% (very high)

#### Suspension Indicator

- Multiracial students: 1 student suspended; 4% suspension rate (high)
- Socioeconomically disadvantaged students: 3 students suspended; 3.6% suspension rate (high)
- Students with disabilities: 1 student suspended; 3.1 % suspension rate (high)

#### English Language Arts Indicator

- All students: -10 points from standard (low)
- Socioeconomically disadvantaged students: -11.6 points from standard (low)
- Students with disabilities: -70.3 points from standard (no performance level due to fewer than 20 students that tested)
- Hispanic students: -46.5 points from standard (no performance level due to fewer than 20 students that tested)
- White students: -8.6 points from standard (low)

#### Math Indicator

- All students: -50.9 points from standard (low)
- English Only: -51.6 points from standard (low)
- Hispanic students: -69.5 avg points from standard (low)
- Socioeconomically disadvantaged students: -66.8 avg points from standard (low)
- Students with disabilities: -94.4 avg points from standard (low)
- White students: -56.0 avg points from standard (low)

#### Local Mathematics Assessment (Fastbridge- aMath)

- Multiracial students: had decrease of 17% in students that performed at or above grade level from the previous school year.
- Students with disabilities had a decrease of 5% in students that performed at or above grade level from the previous school year.
- Hispanic students: had decrease of 9% in students that performed at or above grade level from the previous school year.
- Socioeconomically disadvantaged students: had decrease of 5% in students that performed at or

above grade level from the previous school year.

#### Local Mathematics Assessment (Fastbridge- AUTOmATH)

- Hispanic students: had decrease of 4% in students that performed at or above grade level from the previous school year.
- Multiracial students: had decrease of 20% in students that performed at or above grade level from the previous school year.

To address increased suspension rates the school committed to intensive positive behavioral interventions and supports (PBIS) training to help address the social emotional needs of the students in a positive manner with the goal to improve overall school climate and reduce suspensions overall for the school.

In response to the decline in achievement scores, on both state and local assessments, in 2021-22 in the content area of mathematics, the school created a math committee to research and pilot math curriculum for grades 3-5 and 6-8. The committee also researched and piloted evidenced-based intervention programs to utilize in the educational support department (intervention) and in the afterschool program to help close the achievement gap for identified students.

Although there was a decrease in the percentage of multiracial students performing at or above grade level on the local Fastbridge aMath assessment, it was noted that 50% of these students made one year's growth. 61% of socioeconomically disadvantaged students and 50% of Hispanic students made one year's growth on the aMath assessment. All three subgroups—Hispanic students, multiracial students, and socioeconomically disadvantaged students --had higher percentages of students making one year's growth compared to the "all students" category which had 44% of students making one year's growth.

Although there was a decrease in the percentage of multiracial students performing at or above grade level on the local Fastbridge AUTOmATH assessment, it was noted that 43% of these students made one year's growth. 35% of students with disabilities made one year's growth on the AUTOmATH assessment. Both subgroups--multiracial students and students with disabilities--had higher percentages of students making one year's growth compared to the "all students" category which had 33% of students making one year's growth.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Working closely with educational partners throughout the charter school, 5 goals have been identified for focus within the next two years.

Goal 1 –Learning Environment: The school will provide students with appropriate learning conditions.

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

Goal 3– Parent and Community Involvement and Engagement: The school will enhance parent engagement and improve communication among educational partners.

Goal 4 – Pupil Engagement and School Climate: The school will promote the complete education, both academically and socially by providing support systems to ensure that all students successfully access the curriculum.

Goal 5 – The school will have positive growth in academic achievement scores in mathematics and ELA for unduplicated pupils.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

N/A

### **Support for Identified Schools**

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

N/A



# Monitoring and Evaluating Effectiveness

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

N/A

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- Title I Parent Meeting held on March 31, 2023
- Survey of students sent out on April 19, 2023
- Survey parents sent out on April 18, 2023
- Survey employees sent out on April 18, 2023
- LCAP Goals and Action Feedback Form to staff and families on May 15, 2023
- Title I LCAP Feedback Form to Title I Families on May 15, 2023
- LCAP Hearing May 24, 2023

A summary of the feedback provided by specific educational partners.

Feedback from educational partners want the school to:

- Prioritize Waldorf-trained teachers
- Provide social-emotional learning
- Increase staff retention
- Behavior Interventions
- Academic Interventions
- Academic interventions

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Feedback from educational partners indicates that the school should:

- Prioritize Waldorf-trained teachers
- Provide social-emotional and behavioral supports for students
- Provide academic and behavioral interventions

## Goals and Actions

### Goal

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

An explanation of why the LEA has developed this goal.

GVOS has identified the following needs:

- On-going support for teachers with preliminary credential
- On-going professional development to support teachers with instructional methods
- On-going support with outside mentoring
- Working to be competitive in teaching salary scale with local district
- Lease school site

### Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>Teachers will be evaluated using the approved Golden Valley evaluation process and forms.</p>	<p>100% of teachers are evaluated. Due to the pandemic and distance learning, no teachers were formally observed in person during the 2020-21 school year.</p>	<p>100% of teachers were evaluated. All evaluated teachers achieved at least 75% of their evaluation in the "Meeting Expectation" range.</p>	<p>100% of teachers were evaluated. All evaluated class teachers achieved at least 75% of their evaluation in the "Meeting Expectation" range.</p>	<p>[Intentionally Blank]</p>	<p>100% of teachers will be formally evaluated in person and will achieve 75% of their evaluation in the "Meeting Expectation" range.</p>
<p>Attendance rate of teachers attending professional development opportunities.</p>	<p>Due to the pandemic, professional development was offered online through a video conference platform or online self-study during the 2020-21 school year.</p>	<p>Over 95% of teachers attended professional development opportunities offered in 2021-22.</p>	<p>Over 95% of teachers attended professional development opportunities offered in 2022-23.</p>	<p>[Intentionally Blank]</p>	<p>95% of full-time teachers will attend annual professional development opportunities in person.</p>
<p>Monitoring teachers' credential status.</p>	<p>91% of teachers currently hold a preliminary or clear California teaching credential.</p>	<p>80% of the teachers hold a preliminary or clear credential, while 20% hold an internship credential.</p>	<p>90% of the teachers hold a preliminary or clear credential, while 10% hold an internship credential.</p>	<p>[Intentionally Blank]</p>	<p>100% of teachers will hold a California preliminary or clear teaching credential.</p>

# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Induction Program	School will place teachers with a preliminary credential into an Induction program.	\$8,200.00	No
Action #2	School Site	GVOS will lease a school site.	\$299,900.00	No
Action #3	Teaching Staff	GVOS will employ high-quality teaching staff for all classes.	\$600,000.00	No
Action #4	Waldorf Teacher Training	All class teachers will receive training on Waldorf pedagogy through week-long summer trainings and Waldorf Teaching Certificate programs.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	Mentorship	Professional mentor will be provided to support new teachers with instruction and evaluation	\$30,000.00	No

## Goal Analysis 2022-23

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

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

All actions were implemented as planned.

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

The school spent less than expected on certificated teacher salaries, mostly in part due to hiring teachers with less teaching experience and/or fewer years working at Golden Valley. The school had one less teacher that needed to be enrolled into an Induction program so there were reduced expenses for this action. Fewer teachers than expected chose to participate in Waldorf teacher trainings and therefore the cost was reduced for this action.

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

All actions were highly effective.

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

A new action will be added for providing newer teachers with professional mentors.

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

## Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this goal and subsequent actions as priorities for the district. This goal is focused on improving performance across the wide range of metrics listed below.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>Smarter Balanced Mathematics Assessment- average distance from standard</p>	<p>The 2020-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP per flexibilities granted by the SBE.</p>	<p>The 2020-21CAASPP was not administered, local assessments were used in lieu of the CAASPP. The 2021-22 CAASPP data will be reported in Year 2 Outcome.</p>	<p>On the 2022 Dashboard, school was 50.9 points below standard in mathematics.</p>	<p>[Intentionally Blank]</p>	<p>The school will achieve and average distance from standard of 45.9 points below standard or higher in mathematics 2023 on the Dashboard.</p>
<p>Smarter Balanced ELA- average distance from standard</p>	<p>The 2019-20 CAASPP was not administered, local assessments were used in lieu of the CAASPP.</p>	<p>The 2020-21CAASPP was not administered, local assessments were used in lieu of the CAASPP. The 2021-22 CAASPP data will be reported in Year 2 Outcome.</p>	<p>On the 2022 Dashboard, school was 10 points below standard in English Language Arts.</p>	<p>[Intentionally Blank]</p>	<p>The school will achieve an average distance from standard score of 5 points below standard or higher in ELA on the 2023 Dashboard.</p>

<p>Broad Course of Study for all students including pupils with exceptional needs (local indicator). All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and account for the needs of individual students, including unduplicated students (i.e. English learners, low-income students, and foster youth) and students with disabilities.</p>	<p>In 2020-21, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>	<p>In 2021-22, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>	<p>In 2022-23, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>	<p>[Intentionally Blank]</p>	<p>All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>
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Fastbridge ELA	2021 data will become the baseline.	<p>For 2021-22, 69% of the students in grade 3-8 that were assessed scored at or above grade level in language arts on the Fastbridge aReading assessment. 58% of the students in grade 3-8 that were assessed scored at or above grade level in language arts on the Fastbridge AUTOREading assessment. This data is the baseline for the next two school years.</p>	<p>In 22-23, 70% of students assessed in grades 3-8 scored at or above grade level in language arts on the Fastbridge aReading assessment. 56% of students assessed scored at or above grade level on the Fastbridge AUTOREading assessment.</p>	[Intentionally Blank]	Maintain or improve performance as measured by Fastbridge Reading.
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Fastbridge Math	2021 data will become the baseline.	<p>For 2021-22, 47% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge aMath assessment. 40% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge CBM Math Automaticity assessment. This data is the baseline for the next two school years.</p>	<p>In 22-23, 52% of students assessed in grades 3-8 scored at or above grade level in mathematics on the Fastbridge aMath assessment, and 41% of students assessed scored at or above grade level on the Fastbridge AUTOmth assessment.</p>	[Intentionally Blank]	Maintain or improve performance as measured by Fastbridge Math.
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# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Educational Support Staff	In an effort to continue to provide increased support, GVOS will provide Educational Support staff, this includes Special Education service providers and staff, to serve students with IEPs as well as students who are struggling to meet or exceed grade-level academic standards as measured by the California Assessment for Student Performance and Progress (CAASPP) and Fastbridge assessment data.	\$350,000.00	Yes
Action #2	Instructional Aides	Instructional Aides are needed to support and monitor the academic achievement and learning progress of unduplicated students. The LEA will continue to provide Instructional Assistants for students in full classes in grades TK-3.	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	Professional development	Professional development opportunities are needed to support and monitor the academic achievement and learning progress of unduplicated students.	\$1,000.00	Yes
Action #4	Fastbridge	The school will administer local benchmark assessments by utilizing the Fastbridge assessment platform.	\$2,000.00	No
Action #5	Specialty Class Staff	In an effort to increase student academic achievement through a well-rounded Waldorf curriculum, GVOS will employ specialty class staff to provide specialty class curriculum.	\$135,000.00	No
Action #6	Instructional Materials and Supplies	Instructional materials and supplies will ensure that students are given the opportunity to complete all courses and are provided with academic support.	\$40,000.00	No

## Goal Analysis 2022-23

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

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

All actions were implemented as planned except for Action #2 and Action #10. Action #2 was re-worded into Action 6. Action #7 and 10 were discontinued last school year and made into Goal 5 for 22-23. Action #9 was discontinued prior to the 22-23 school year as the school now used Fastbridge for local benchmark assessments. Action #2,7, and #10 were discontinued but not removed from the LCAP due to technical issues with the e-template system.

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

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

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

The actions were effective. Local student assessment data indicates increased academic achievement.

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

Action 2,7, 9,and 10 will be removed as they were discontinued in before the 22-23 school year.

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

found in the Contributing Actions Annual Update Table.

## Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this goal and subsequent actions as priorities for the district. This is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the GVOS community and promote educational success for their children.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs.	Full Implementation according to the local indicator self-reflection tool Fall 2020 Dashboard.	Full Implementation according to the local indicator self-reflection tool Fall 2021 Dashboard.	Full Implementation according to the local indicator self-reflection tool Fall 2022 Dashboard.	[Intentionally Blank]	Full Implementation according to the local indicator self-reflection tool Fall 2023 Dashboard.

<p>Maintain strong parent communication. Parent Communication will be measured by Aeries Communication/ Parent Square at GVOS.</p>	<p>In 2020-21 100% of the school utilized Parent Square to communicate with families. The school also will be utilizing the Aeries platform starting in the 2021-22 school year.</p>	<p>In 2021-22 100% of the school utilized Parent Square to communicate with families. The school also will be utilizing the Aeries platform starting in the 2021-22 school year.</p>	<p>In 2022-23 100% of the school utilized Parent Square to communicate with families in conjunction with the Aeries Student Information System platform.</p>	<p>[Intentionally Blank]</p>	<p>100% of school utilized Aeries Communication/Parent Square to communicate with Parents</p>
<p>Provide Parent Enrichment opportunities to all parents.</p>	<p>In 2020-21, GVOS was able to offer 7 virtual parent enrichment opportunities on various relevant topics.</p>	<p>In 2021-22, GVOS was able to offer two virtual and one in-person parent enrichment opportunities on various relevant topics.</p>	<p>In 2022-23, GVOS was able to offer 3 parent enrichment opportunities on various relevant topics.</p>	<p>[Intentionally Blank]</p>	<p>GVOS offered parent enrichment opportunities for all parents.</p>

# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Family and community engagement, enrichment, marketing, and supplies	GVOS will continue to facilitate parent engagement, enrichment, marketing, and supplies in order to engage parents and community members.	\$5,000.00	No
Action #2	Aeries Communication/Parent Square	The school will continue to provide multiple methods of parent communication for parents. Aeries Communication/Parent Square systems will be used to facilitate school-to-parent communication which leads to increased academic achievement for students.	\$5,200.00	No

## Goal Analysis 2022-23

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

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

Action 1 and 5 were discontinued but not removed from the LCAP due to technical issues with the e-template system. All other actions were implemented as planned.

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

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



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

The actions were very effective. Parent engagement and participation in school-related activities continues to increase at the school.

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

The action for Parent Enrichment Opportunities will be combined with the Parent Engagement action for the 23-24 school year. Action 1 and 5 will be removed as they have been discontinued.

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

## Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this goal and subsequent actions as priorities for the district. The goal is a broad goal intended to:

--Maintain attendance rate and decrease the chronic absentee rate

- Maintain suspension rate
- Increase social-emotional supports for students at the school
- Increase student voices opportunities

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Maintain student attendance above the 95% average.	97.442%	86% as of May 2022-quarantines and isolations due to COVID-19 seriously impacted the 2021-22 attendance rate.	91.6% as of May 2023	[Intentionally Blank]	more than 95%
Decrease pupil chronic absenteeism rate annually between 0.1 to 0.3%	4.37%	34% as of May 2022-quarantines and isolations due to COVID-19 seriously impacted the 2021-22 chronic absenteeism rate.	As of May 2023, the chronic absenteeism rate is 30.1%--a decrease of 3.9%.	[Intentionally Blank]	4.07% or lower
Maintain 1% or lower suspension rate	.01% in 2020-21	The school had a suspension rate of 1.89% in 2021-22.	The school had a suspension rate of 2.15% in 2022-23--an increase of 0.26% from the previous year.	[Intentionally Blank]	1% or lower

<p>Students in grade 5 and higher will participate annually in the GVOS feedback survey.</p>	<p>Students in grades 5-8 were provided with an opportunity to participate in the GVOS feedback survey via link in Google Classroom.</p>	<p>Students in grades 6-8 were provided with an opportunity to participate in the GVOS feedback survey.</p>	<p>All students in grades 5-8 were provided with an opportunity to participate in the GVOS feedback survey.</p>	<p>[Intentionally Blank]</p>	<p>Students in grades 5-8 will be provided with an opportunity to participate in the GVOS feedback survey</p>
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# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Student Survey	Students in grades 5 and higher will take the annual student feedback survey.	\$200.00	No
Action #2	Universal meals	Students will be offered two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, when requested.	\$170,000.00	No
Action #3	Expanded learning opportunities program	The school will run an Expanded Learning Opportunities Program (ELO-P) providing funding for afterschool and summer enrichment programs for all students. The program will focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences.	\$150,000.00	No
Action #4	Mindfulness Room	The Mindfulness Room will be a space that is specifically designed to be a calming and soothing environment. It will be equipped with activities, books, toys, and equipment to aid in reducing stress, calming worries, and supporting mindfulness. The room will be staffed part-time by a staff member that has a background in child development and education and could be utilized for interventions after school. The staff will support stu-	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		dents through stressful situations in developmentally appropriate ways, being a calming and regulated presence, teaching mindfulness, social emotional learning, and conflict resolution.		
Action #5	Attendance	The school will evaluate the attendance processes currently in place with a goal of transitioning to a proactive system of tiered interventions and includes positive collaboration with families, staff, and the community to help reduce chronic absenteeism and increase the attendance rates for students.		No
Action #6	Positive Behavioral Intervention and Supports (PBIS)	The school completed Tier 1 PBIS training during the 22-23 school year. The school will fully implement the tier 1 training. This could include establishing an incentive program, adding more members to the PBIS team, additional training opportunities, etc.	\$4,000.00	No

## Goal Analysis 2022-23

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

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

Action 1 was discontinued but not removed from the LCAP due to technical issues with the e-template system. All other actions were implemented as planned.

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

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

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

The actions were very effective. Parent engagement and participation in school-related activities continues to increase at the school.

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

No changes.

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

## Goal

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

An explanation of why the LEA has developed this goal.

Unduplicated pupils, regardless of grade level, have performed lower on math language arts assessments, both local and state, than their grade-level peers.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
The school will increase the number of unduplicated pupils identified as socioeconomically disadvantaged that score at or above grade level (College Pathways and Low Risk categories) on the Fastbridge aMath assessment by 5% each year.	In 2021-22, 46% unduplicated pupils performed at or above grade level on the aMath Fastbridge assessment.	In 2021-22, 46% unduplicated pupils performed at or above grade level on the aMath Fastbridge assessment.	In 22-23, 41% of students identified as unduplicated pupils identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aMath assessment. This was a 5% decrease from the previous school year.	[Intentionally Blank]	By 2023-24, 56% unduplicated pupils identified as socioeconomically disadvantaged will perform at or above grade level on the aMath Fastbridge assessment.

<p>The school will increase the average distance from standard (DFS) points for unduplicated pupils identified as socioeconomically disadvantaged by at least 5 points annually on the SBAC (CAASPP) mathematics assessment.</p>	<p>On the 2022 Dashboard, students identified as socioeconomically disadvantaged scored 66.8 points below standard on the Mathematics SBAC assessment.</p>	<p>The 2020-21 CAASPP was not administered, local assessments were used in lieu of CAASPP. The 2021-22 CAASPP data will be reported in Year 2 Outcomes.</p>	<p>On the 2022 Dashboard, students identified as socioeconomically disadvantaged scored 66.8 points below standard on the Mathematics SBAC assessment.</p>	<p>[Intentionally Blank]</p>	<p>On the 2023 Dashboard, students identified as socioeconomically disadvantaged will score at least 61.8 points below standard (or higher) on the mathematics SBAC assessment.</p>
<p>The school will increase the number of unduplicated pupils identified as socioeconomically disadvantaged that score at or above grade level (College Pathways and Low Risk categories) on the Fastbridge aRead assessment by 5% each year.</p>	<p>In 22-23, 66% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment (based on Winter aReading scores).</p>	<p>N/A</p>	<p>22-23 dashboard data is reported as baseline data. In 22-23, 66% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.</p>	<p>[Intentionally Blank]</p>	<p>In 23-24, 71% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.</p>



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

Action #	Title	Description	Total Funds	Contributing
Action #1	Targeted and Intensive Interventions	Unduplicated pupils identified as socioeconomically disadvantaged will be prioritized in grades 3-8 to be provided with targeted and intensive math and language arts interventions utilizing evidence-based intervention programs (ex. Dream Box Math, Number Worlds, Read Naturally, etc.) provided by trained educational support staff. Title I funds will be utilized to implement this action.	\$30,000.00	Yes
Action #2	Math Curriculum	The school will implement the math curriculum selected by the Math Committee (Grades 3-5: Reveal Math; Grades 5-8: Big Ideas Learning).	\$1,000.00	Yes

## Goal Analysis 2022-23

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

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

Staffing shortages resulted in limited after-school interventions available. This action was achieved as part of the math committee's intervention curriculum pilot. Feedback from educational partners and Title I families indicated that the school should also purchase math curriculum for grades 6-8 as well as for grades 3-5.

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

All of the expenditures tied to this goal went to purchasing the curriculum and programs recommended from the math committee's pilot process. Title I funds were used to purchase the materials.

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

Purchasing the curriculum and programs was the first step in the process to increase unduplicated pupils' achievement in mathematics. Now that the programs have been purchased the second phase of implementing them into the classroom will commence. The goal will now be directly working on improving achievement in math for unduplicated pupils. The school will prioritize unduplicated pupils that are not meeting achievement goals to receive targeted interventions from the Educational Support department.

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

As described in the previous answer, the students will begin to be prioritized for interventions. The goal will be expanded to include English language arts achievement for unduplicated pupils.

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

found in the Contributing Actions Annual Update Table.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,654,064.00	\$148,734.00	\$0.00

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.6%	0%	\$0.00	5.6%

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After reflecting on the assessment data for the unduplicated pupils it was determined there is a need for professional development for on writing, mathematics, behavior/PBIS, and social emotional learning. These needs also mirror the needs of the entire population of students.

Based on assessment data the LEA determined that it's unduplicated pupils will require additional supports and interventions in mathematics. However, there are some that will need support in language arts, speech, and behavior. There are not enough students to necessitate groups just for the unduplicated pupils so the intervention services with Educational Support Services staff will be open to all students after populating groups with the unduplicated pupils first.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Fastbridge assessments were administered to grades 3-8 students to identify academic strengths and areas for improvement. After reviewing and reflecting upon the unduplicated pupils' results on the Fastbridge assessments, it was determined that math was subject that needed more services and supports. Moving forward, funds and resources will be allocated to provided targeted interventions in mathematics for unduplicated pupils that are performing below grade level standards in grades 3-8. Based on the data it was determined that unduplicated pupils needs were not being met in the classroom with the manner in which math instruction has been delivered, and as such the school will research, purchase, and train staff in a mathematics curriculum for grades 3-5 that will better meet the needs of our unduplicated pupils.

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

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 21.1	

Staff-to-student ratio of certificated staff providing direct services to students	1 to 16.6	
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## 2023-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2023-24	\$2,654,064.00	\$148,734.00	5.60%	0.00%	5.60%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Induction Program	All	No			All schools	Ongoing
1	2	School Site	All	No			All Schools	Ongoing
1	3	Teaching Staff	All	No	LEA-wide		All schools	Ongoing
1	4	Waldorf Teacher Training	All	No			All schools	Ongoing
1	5	Mentorship	All	No			All schools	Ongoing
2	1	Educational Support Staff		Yes	LEA-wide	Low Income	All schools	Ongoing
2	2	Instructional Aides	All	No			All schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	3	Professional development		Yes	LEA-wide	Low Income	All schools	Ongoing
2	4	Fastbridge	All	No			All School	Ongoing
2	5	Specialty Class Staff	All	No			All Schools	Ongoing
2	6	Instructional Materials and Supplies	All	No			All Schools	Ongoing
3	1	Family and community engagement, enrichment, marketing, and supplies	All	No			All schools	Ongoing
3	2	Aeries Communication/Parent Square	All	No			All Schools	Ongoing
4	1	Student Survey	All	No			All Schools	Ongoing
4	2	Universal meals	All	No			All schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
4	3	Expanded learning opportunities program	All	No	LEA-wide		All schools	Ongoing
4	4	Mindfulness Room	All	No			All schools	Ongoing
4	5	Attendance	All	No			All schools	Ongoing
4	6	Positive Behavioral Intervention and Supports (PBIS)	All	No			All School	Ongoing
5	1	Targeted and Intensive Interventions		Yes	Limited	Low Income	All Schools	ongoing
5	2	Math Curriculum		Yes	LEA-wide	Low Income	All Schools	Ongoing

## 2023-24 Data Entry Table Continued

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	1	\$0.00	\$8,200.00	\$8,200.00	\$0.00	\$0.00	\$0.00	\$8,200.00	0%



Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	2	\$0.00	\$299,900.00	\$299,900.00	\$0.00	\$0.00	\$0.00	\$299,900.00	0%
1	3	\$600,000.00	\$0.00	\$600,000.00	\$0.00	\$0.00	\$0.00	\$600,000.00	0%
1	4	\$0.00	\$10,000.00	\$10,000.00		\$0.00	\$0.00	\$10,000.00	0%
1	5	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	0%
2	1	\$175,000.00	\$175,000.00	\$350,000.00	\$0.00	\$0.00	\$0.00	\$350,000.00	0%
2	2	\$100,000.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00	0%
2	3	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%
2	4	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	0%
2	5	\$135,000.00	\$0.00	\$135,000.00	\$0.00	\$0.00	\$0.00	\$135,000.00	0%
2	6	\$0.00	\$40,000.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00	0%
3	1	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0%
3	2	\$0.00	\$5,200.00	\$5,200.00	\$0.00	\$0.00	\$0.00	\$5,200.00	0%
4	1	\$0.00	\$200.00	\$200.00	\$0.00	\$0.00	\$0.00	\$200.00	0%
4	2	\$35,000.00	\$135,000.00	\$170,000.00	\$0.00	\$0.00	\$0.00	\$170,000.00	0%
4	3	\$115,000.00	\$35,000.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$150,000.00	0%
4	4	\$30,000.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	0%
4	5	\$0.00	\$0.00					\$0.00	0%
4	6	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	0%
5	1	\$0.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	\$30,000.00	0%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
5	2	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%

## 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$1,791,500.00	\$150,000.00	\$0.00	\$30,000.00	\$1,971,500.00	\$1,220,000.00	\$751,500.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Induction Program	All	\$8,200.00	\$0.00	\$0.00	\$0.00	\$8,200.00
1	2	School Site	All	\$299,900.00	\$0.00	\$0.00	\$0.00	\$299,900.00
1	3	Teaching Staff	All	\$600,000.00	\$0.00	\$0.00	\$0.00	\$600,000.00
1	4	Waldorf Teacher Training	All	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	5	Mentorship	All	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
2	1	Specialty Class Staff	All	\$135,000.00	\$0.00	\$0.00	\$0.00	\$135,000.00
2	2	Fastbridge	All	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
2	3	Professional development	Low Income	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2	4	Instructional Aides	All	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
2	5	Educational Support Staff	Low Income	\$350,000.00	\$0.00	\$0.00	\$0.00	\$350,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	Instructional Materials and Supplies	All	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00
3	1	Aeries Communication/Parent Square	All	\$5,200.00	\$0.00	\$0.00	\$0.00	\$5,200.00
3	2	Family and community engagement, enrichment, marketing, and supplies	All	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
4	1	Mindfulness Room	All	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
4	2	Expanded learning opportunities program	All	\$0.00	\$150,000.00	\$0.00	\$0.00	\$150,000.00
4	3	Universal meals	All	\$170,000.00	\$0.00	\$0.00	\$0.00	\$170,000.00
4	4	Student Survey	All	\$200.00	\$0.00	\$0.00	\$0.00	\$200.00
4	5	Attendance	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	6	Positive Behavioral Intervention and Supports (PBIS)	All	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00
5	1	Math Curriculum	Low Income	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
5	2	Targeted and Intensive Interventions	Low Income	\$0.00	\$0.00	\$0.00	\$30,000.00	\$30,000.00

## 2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$2,654,064.00	\$148,734.00	5.60%	0.00%	5.60%	\$352,000.00	0.00%	13.26%

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$352,000.00	\$382,000.00
<b>LEA-wide Total:</b>	\$352,000.00	\$352,000.00
<b>Limited Total:</b>	\$0.00	\$30,000.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	Educational Support Staff	Yes	LEA-wide	Low Income	All schools	\$350,000.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	3	Professional development	Yes	LEA-wide	Low Income	All schools	\$1,000.00	0%
5	1	Targeted and Intensive Interventions	Yes	Limited	Low Income	All Schools	\$0.00	0%
5	2	Math Curriculum	Yes	LEA-wide	Low Income	All Schools	\$1,000.00	0%

# 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$1,362,120.28	\$1,870,311.63

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Induction Program	No	\$12,000.00	\$8,200.00
1	2	School Site	No	\$245,350.00	\$245,350.00
1	3	Teaching Staff	No	\$592,350.00	\$588,500.53
1	4	Waldorf Teacher Training	No	\$18,059.00	\$5,426.00
2	1	Educational Support Staff	Yes	\$127,403.00	\$348,515.00
2	2	Supplemental Instructional Materials and Supplies	No	\$0.00	\$0.00
2	3	Instructional Aides	No	\$100,000.00	\$100,000.00
2	4	Professional development	Yes	\$1,000.00	\$5,500.00
2	5	Fastbridge	No	\$4,610.28	\$1,881.00
2	6	Specialty Class Staff	No	\$131,830.00	\$135,500.00
2	7	Intervention Curriculum	Yes	\$0.00	\$0.00
2	8	Instructional Materials and Supplies	No	\$20,000.00	\$54,782.00



Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	9	Illuminate DnA	No	\$0.00	\$0.00
2	10	Math Intervention Supports and Services for UPP subgroups	Yes	\$0.00	\$0.00
3	1	Diversity, Equity and Inclusion Committee	No	\$500.00	\$0.00
3	2	Parent Engagement, Support Services, and Supplies	No	\$2,000.00	\$6,289.10
3	3	Aeries Communication/Parent Square	No	\$7,200.00	\$5,260.00
3	4	Parent Enrichment Opportunities	No	\$1,000.00	\$25.00
3	5	Parent Circle	No	\$0.00	\$0.00
4	1	Social-Emotional Screener and Interventions	Yes	\$0.00	\$0.00
4	2	Student Survey	No	\$100.00	\$234.00
4	3	Universal meals	No	\$0.00	\$161,000.00
4	4	Expanded learning opportunities program	No	\$50,000.00	\$148,000.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	5	Mindfulness Room	No	\$27,000.00	\$30,100.00
5	1	Math Curriculum	Yes	\$0.00	\$10,638.00
5	2	Targeted and Intensive Math Interventions	Yes	\$20,718.00	\$0.00
5	3	Lower grades math curriculum	Yes	\$1,000.00	\$15,111.00
5	4	After-school math support and tutoring for grades 6-8	Yes	\$0.00	\$0.00

## 2022-23 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$137,954.00	\$150,121.00	\$354,015.00	\$-203,894.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	1	Educational Support Staff	Yes	\$127,403.00	\$348,515.00	0.00%	0.00%
2	4	Professional development	Yes	\$1,000.00	\$5,500.00	0.00%	0.00%
2	7	Intervention Curriculum	Yes	\$0.00	\$0.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	10	Math Intervention Supports and Services for UPP subgroups	Yes	\$0.00	\$0.00	0.00%	0.00%
4	1	Social-Emotional Screener and Interventions	Yes	\$0.00	\$0.00	0.00%	0.00%
5	1	Math Curriculum	Yes	\$0.00	\$0.00	0.00%	0.00%
5	2	Targeted and Intensive Math Interventions	Yes	\$0.00	\$0.00	0.00%	0.00%
5	3	Lower grades math curriculum	Yes	\$1,000.00	\$0.00	0.00%	0.00%
5	4	After-school math support and tutoring for grades 6-8	Yes	\$0.00	\$0.00	0.00%	0.00%

## 2022-23 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	\$2,485,646.00	\$137,954.00	0.00%	5.55%	\$354,015.00	0.00%	14.24%	\$-216,002.64	-8.69%

## Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

### **Requirements and Instructions**

#### **General Information**

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.



## **Reflections: Successes**

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

## **Reflections: Identified Need**

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

## **LCAP Highlights**

Identify and briefly summarize the key features of this year’s LCAP.

## **Comprehensive Support and Improvement**

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

**Schools Identified:**

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

**Support for Identified Schools:**

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

**Monitoring and Evaluating Effectiveness:**

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

## Engaging Educational Partners

### Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and districtlevel goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## **Requirements and Instructions**

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

**Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”**

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A

sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2: “A summary of the feedback provided by specific educational partners.”**

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”**

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions

- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or

strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### Focus Goal(s)

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

*Explanation of why the LEA has developed this goal:* Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### **Broad Goal**

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

*Explanation of why the LEA has developed this goal:* Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

*Goal Description:* Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.



*Explanation of why the LEA has developed this goal:* Explain how the actions will sustain the progress exemplified by the related metrics.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

*Consistently low-performing student group(s) criteria:* An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included

in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

*Low-performing school(s) criteria:* The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and

expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.

- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

### Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:**

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:**

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

**Goal Analysis:**

Enter the LCAP Year

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

instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

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

## **Requirements and Instructions**

*Projected LCFF Supplemental and/or Concentration Grants:* Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

*Projected Additional LCFF Concentration Grant (15 percent):* Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

*Projected Percentage to Increase or Improve Services for the Coming School Year:* Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

*LCFF Carryover — Dollar:* Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an

amount of zero (\$0).

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

**Required Descriptions:**

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:**

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:



- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged

status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

### **COEs and Charter Schools:**

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

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

#### **Actions Provided on an LEA-Wide Basis:**

##### **Unduplicated Percentage > 55%:**

For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

##### **Unduplicated Percentage < 55%:**

For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a

schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at

schools with an enrollment of unduplicated students that is greater than 55 percent.

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

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

## Action Tables

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

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

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

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

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- *LCAP Year*: Identify the applicable LCAP Year.
- *1. Projected LCFF Base Grant*: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

**Goal #:**

Enter the LCAP Goal number for the action.

**Action #:**

Enter the action's number as indicated in the LCAP Goal.

**Action Title:**

Provide a title of the action.

**Student Group(s):**

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

**Contributing to Increased or Improved Services?:**

Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

**Scope:**

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

**Unduplicated Student Group(s)**

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

**Location:**

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Time Span:**

Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an



LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

**Personnel Expense:**

This column will be automatically calculated based on information provided in the following columns:

**Total Personnel:**

Enter the total amount of personnel expenditures utilized to implement this action.

**Total Non-personnel:**

This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

**LCFF Funds:**

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

**Other State Funds:**

Enter the total amount of Other State Funds utilized to implement this action, if any.

**Local Funds:**

Enter the total amount of Local Funds utilized to implement this action, if any.

**Federal Funds:**

Enter the total amount of Federal Funds utilized to implement this action, if any.

**Total Funds:**

Enter the total amount of Federal Funds utilized to implement this action, if any.

**Planned Percentage of Improved Services:**

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- *6. Estimated Actual LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- *Estimated Actual Expenditures for Contributing Actions:* Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- *Estimated Actual Percentage of Improved Services:* For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- *9. Estimated Actual LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- *10. Total Percentage to Increase or Improve Services for the Current School Year:* This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

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

#### 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

#### 5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

## Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

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

### 6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

### 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

### 7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

### Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

## 5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

## 8. Total Estimated Actual Percentage of Improved Services (%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column

## Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## **LCFF Carryover Table**

## 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

## 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

## 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

LCFF funds that is required to be carried over to the coming year.

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

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

California Department of Education January 2022

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley River

CDS Code: 34674470114983

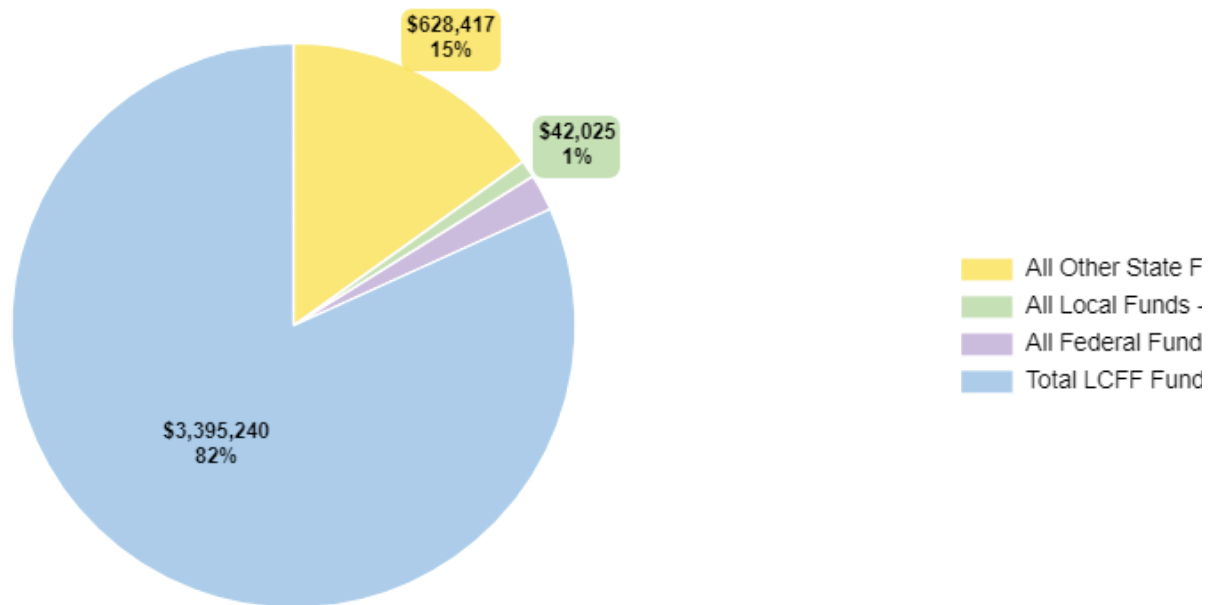
School Year: 2023-24

LEA Contact Information: Caleb Buckley | cbuckley@goldenvalleycharter.org | 916 597-1477

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

## Budget Overview for the 2023-24 LCAP Year

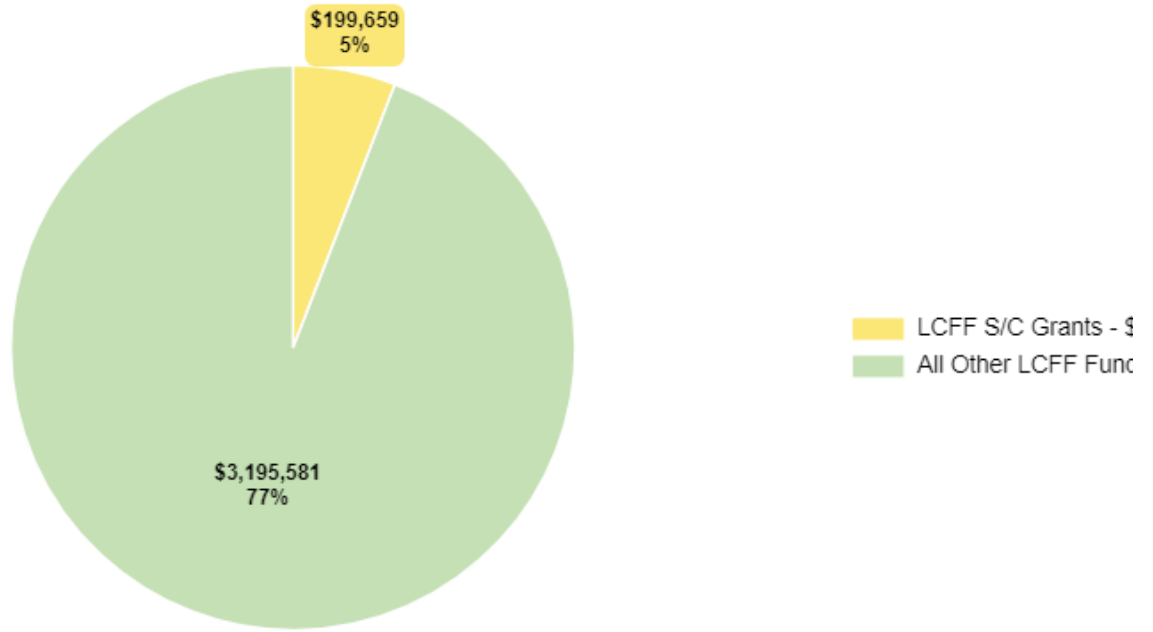
### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$628,417	15%
All Local Funds	\$42,025	1%
All Federal Funds	\$86,631	2%
Total LCFF Funds	\$3,395,240	82%



# Breakdown of Total LCFF Funds



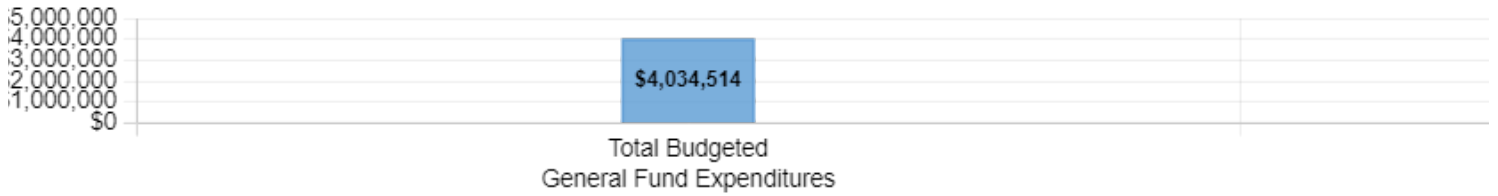
Source	Funds	Percentage
LCFF S/C Grants	\$199,659	5%
All Other LCFF Funds	\$3,195,581	77%

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

The total revenue projected for Golden Valley River is \$4,152,313, of which \$3,395,240 is Local Control Funding Formula (LCFF), \$628,417 is other state funds, \$42,025 is local funds, and \$86,631 is federal funds. Of the \$3,395,240 in LCFF Funds, \$199,659 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

## Budgeted Expenditures in the LCAP



*This chart provides a quick summary of how much Golden Valley River plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.*

Golden Valley River plans to spend \$4,034,514 for the 2023-24 school year. Of that amount, \$219,786 is tied to actions/services in the LCAP and \$3,814,728 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

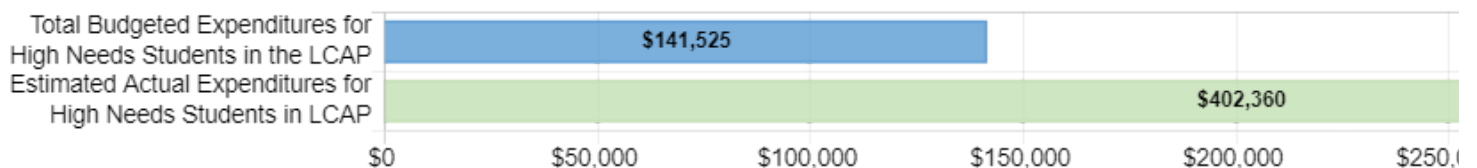
The budgeted expenditure that are not included in the LCAP will be used for general operating expenses.0

## Increase or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Golden Valley River is projecting it will receive \$199,659 based on the enrollment of foster youth, English learner, and low-income students. Golden Valley River must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Valley River plans to spend \$282,000 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2022-23

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



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

*current year.*

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In 2022-23, Golden Valley River's LCAP budgeted \$141,525 for planned actions to increase or improve services for high needs students. Golden Valley River actually spent \$402,360 for actions to increase or improve services for high needs students in 2022-23.

## Instructions

### LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

\*NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

#### LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

*Coming School Year:* This information is automatically generated.

*Current School Year:* This information is automatically generated.

#### Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

#### Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental & Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional

actions it is taking to meet its requirement to increase or improve services for high needs students.

*Note:* If no prompt appears, the LEA is not required to supply a description.

## **Expenditures for High Needs Students in the 2021–22 School Year**

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in “Total Budgeted Expenditures for High Needs Students in the LCAP” for the 2021–22 school year is greater than the amount in “Actual Expenditures for High Needs Students in LCAP”, a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.

*Note:* If no prompt appears, the LEA is not required to supply a description.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Valley River	Caleb Buckley Executive Director	cbuckley@goldenvalleycharter.org 916 597-1477

## Plan Summary 2023-24

### General Information

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

Golden Valley River School serves approximately 314 students in grades TK through 8. Our student population is 2.5% English Learner (EL), 33.4% of students are classified as socioeconomically disadvantaged, 0.6% foster youth, and 8.6% are students with disabilities. Our student population is made up of 1.3% African American, 2.5% Asian, 0.3% Filipino, 21.0% Hispanic, 0.3% Pacific Islander, 67.8% white, and 6.1% two or more races.

Our school is a community of parents and teachers using a curriculum inspired by Waldorf education that nourishes and inspires our students. This type of education brings forth creative imagination, critical thinking, self-confidence, a sense of delight, and respect for nature and humanity while building a strong academic foundation. Within this framework, each teacher selects and presents the subject matter using a curriculum inspired by Waldorf Education or other best practices tailored to the learning needs of the children in their class and aligned with Common Core Content Standards.

### Reflections: Successes

#### Math Indicator

- Multiracial students: 10.5 (no performance level due to fewer than 20 students)

#### Suspension Indicator

- All: 3 students suspended; 0.9% suspension rate (low)
- Socioeconomically disadvantaged students: 2 students suspended; 1.9% suspension rate (medium)
- Students with disabilities: 1 student suspended; 2.7 % suspension rate (medium)
- Hispanic: 0 students suspended; 0% suspension rate (very low)
- White: 3 students suspended; 1.4% suspension rate (medium)
- Multiracial students: 0 student suspended; 0% suspension rate (no performance level due to fewer than 20 students)

#### Local Mathematics Assessment (Fastbridge- aMath)

- All students: had a increase of 1% in students that performed at or above grade level from the previous school year.
- Hispanic students: had a increase of 5% in students that performed at or above grade level from the previous school year.
- Multiracial students: had a increase of 7% in students that performed at or above grade level from the previous school year.

#### Local Mathematics Assessment (Fastbridge- AUTOmth)

- All students: had a decrease of 10% in students that performed at or above grade level from the previous school year.
- Multiracial students: had increase of 50% in students that performed at or above grade level from the previous school year.
- Hispanic students: had a increase of 5% in students that performed at or above grade level from the previous school year.

#### Local English Language Arts Assessment (Fastbridge- aRead)

- Socioeconomically disadvantaged students: had increase of 2% in students that performed at or above grade level from the previous school year.

### Local English Language Arts Assessment (Fastbridge- AutoRead)

- All students: had increase of 2% in students that performed at or above grade level from the previous school year.
- Hispanic students: had increase of 12% in students that performed at or above grade level from the previous school year.
- Multiracial students: had increase of 11% in students that performed at or above grade level from the previous school year.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Chronic Absenteeism Indicator

- All students: 26.2% (very high)
- White students: 29.0% (very high)
- Hispanic students: 25.0% (very high)
- Multiracial students: 15.8% (no performance level due to fewer than 20 students)
- Socioeconomically disadvantaged students: 35.3% (very high)
- Students with disabilities: 20.0% (very high)

### English Language Arts Indicator

- All students: -24 points from standard (low)
- Socioeconomically disadvantaged students: -32.5 points from standard (low)
- Students with disabilities: -78.6 points from standard (no performance level due to fewer than 20 students that tested)
- Hispanic students: -37.8 points from standard (low)
- White students: -22.8 points from standard (low)

### Math Indicator

- All students: -74.3 points from standard (low)
- Socioeconomically disadvantaged students: -96.6 points from standard (very low)
- Students with disabilities: -136.6 points from standard (no performance level due to fewer than 20 students that tested)



- Hispanic students: -88.4 points from standard (low)
- White students: -70.1 points from standard (low)

#### Local Mathematics Assessment (Fastbridge- aMath)

- Multiracial students: had decrease of 20% in students that performed at or above grade level from the previous school year.

#### Local Mathematics Assessment (Fastbridge- AUTOmth)

- Students with disabilities had a decrease of 6% in students that performed at or above grade level from the previous school year.
- Hispanic students: had decrease of 6% in students that performed at or above grade level from the previous school year.

#### Local English Language Arts Assessment (Fastbridge- aRead)

- All students: had decrease of 2% in students that performed at or above grade level from the previous school year.
- Multiracial students: had decrease of 9% in students that performed at or above grade level from the previous school year.

#### Local English Language Arts Assessment (Fastbridge- AutoRead)

- Students with disabilities: had decrease of 2% in students that performed at or above grade level from the previous school year.
- Hispanic students: had decrease of 9% in students that performed at or above grade level from the previous school year.

In response to the decline in achievement scores, on both state and local assessments, in 2021-22 in the content area of mathematics, the school created a math committee to research and pilot math curriculum for grades 3-5 and 6-8. The committee also researched and piloted evidenced-based intervention programs to utilize in the educational support department (intervention) and in the afterschool program to help close the achievement gap for identified students.

## **LCAP Highlights**

A brief overview of the LCAP, including any key features that should be emphasized.

Working closely with educational partners throughout the charter school, 5 goals have been identified for focus within the next two years.

Goal 1 –Learning Environment: The school will provide students with appropriate learning conditions.

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

Goal 3– Parent and Community Involvement and Engagement: The school will enhance parent engagement and improve communication among educational partners.

Goal 4 – Pupil Engagement and School Climate: The school will promote the complete education, both academically and socially by providing support systems to ensure that all students successfully access the curriculum.

Goal 5 – The school will have positive growth in academic achievement scores in mathematics and ELA for unduplicated pupils.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

N/A

### **Support for Identified Schools**

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

N/A

# Monitoring and Evaluating Effectiveness

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

N/A

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- Title I Parent Meeting held on March 31, 2023
- Survey of students sent out on April 19, 2023
- Survey parents sent out on April 18, 2023
- Survey employees sent out on April 18, 2023
- LCAP Goals and Action Feedback Form to staff and families on May 15, 2023
- Title I LCAP Feedback Form to Title I Families on May 15, 2023
- LCAP Hearing May 24, 2023

A summary of the feedback provided by specific educational partners.

Feedback from educational partners indicates that the school should:

- Prioritize Waldorf-trained teachers
- Provide social-emotional learning
- Behavior Interventions
- Academic Interventions

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner feedback led to the following feedback being incorporated into the LCA

- Prioritize Waldorf-trained teachers (Goal 1)
- Provide social-emotional and behavioral supports for students (Goal 4)
- Provide academic and behavioral interventions (Goal 2 and Goal 5)

## Goals and Actions

### Goal

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

An explanation of why the LEA has developed this goal.

Parents choose our school for a Waldorf education. Therefore, GVRS must retain credentialed teachers and train them in Waldorf pedagogy and methods. Waldorf schools require facilities in good repair and artistically designed spaces with plenty of outdoor venues. Waldorf schools require quality artistic supplies at every grade level for students and teachers in order to access the curriculum fully.

### Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>Teachers will be evaluated using the approved Golden Valley evaluation process and forms. The school will use an evaluation form aligned with CA Standards for Teaching Profession to complete an annual evaluation for every teacher.</p>	<p>100% of teachers are evaluated. Due to the pandemic and distance learning, no teachers were formally observed in person during the 2020-21 school year.</p>	<p>In 2021-22, 100% of teachers were evaluated.</p>	<p>In 2022-2023, 100% of teachers were evaluated.</p>	<p>[Intentionally Blank]</p>	<p>100% of teachers evaluated</p>
<p>Attendance rate of teachers attending professional development opportunities.</p>	<p>Due to the pandemic, professional development was offered online through a video conference platform or online self-study during the 2020-21 school year.</p>	<p>Over 95% of teachers attended professional development opportunities offered in 2021-22.</p>	<p>Over 95% of teachers attended professional development opportunities offered in 2022-23</p>	<p>[Intentionally Blank]</p>	<p>Teacher attendance rates for annual professional development opportunities will be at least 95%</p>
<p>Monitoring teachers' credential status.</p>	<p>In 2020-21, 95% teaching staff fully credentialed.</p>	<p>In 2021-22, 100% of certificated class teacher positions are held by staff that hold a preliminary or clear teaching credential.</p>	<p>In 2022-23, 100% of certificated class teacher positions are held by staff that hold a preliminary or clear teaching credential.</p>	<p>[Intentionally Blank]</p>	<p>100% class teacher staff fully credentialed.</p>

# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Summer Waldorf Training	Full-time class teachers will attend a week of summer training to prepare for the next school year's curriculum.	\$2,000.00	No
Action #2	Waldorf certification	Teachers without a Waldorf Education background will participate in a Waldorf certificate program.	\$10,000.00	No
Action #3	Induction Program	The school will place teachers with a preliminary credential into an induction program.	\$8,200.00	No
Action #4	Mentorship	Professional mentor will be provided to support new teachers with instruction and evaluation.	\$30,000.00	No

# Goal Analysis 2022-23

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

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

All actions were implemented as planned.

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

There were twice as many teachers participating in induction programs than what was anticipated.

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

All actions were highly effective.

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

The action for evaluation will be removed.

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

# Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this goal and subsequent actions as priorities for the district. This goal is focused on improving performance across the wide range of metrics listed below.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Smarter Balanced Mathematics Assessment- average distance from standard	The 2019-20 CAASPP was not administered, local assessments were used in lieu of the CAASPP.	The 2020-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP. 2021-22 CAASPP data will be reported in Year 2 Outcome.	On the 2022 Dashboard, school was 74.3 points below standard in mathematics.	[Intentionally Blank]	The school will achieve and average distance from standard of 69.3 points below standard or higher in mathematics on the 2023 Dashboard.



<p>Smarter Balanced ELA- average distance from standard</p>	<p>The 2019-20 CAASPP was not administered, local assessments were used in lieu of the CAASPP.</p>	<p>The 2020-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP. 2021-22 CAASPP data will be reported in Year 2 Outcome.</p>	<p>On the 2022 Dashboard, school was 24 points be- low standard in English Language Arts.</p>	<p>[Intentionally Blank]</p>	<p>The school will achieve an aver- age distance from standard score of 19 points below standard or higher in ELA on the 2023 Dashboard.</p>
<p>Broad Course of Study for all students including pupils with exceptional needs (local indicator)</p>	<p>In 2020-21, all stu- dents had access to a broad course of study that in- cludes all subject areas defined in Ed Code 51210 and 51220 as measured by mas- ter schedules and course offerings.</p>	<p>In 2021-22, all stu- dents had access to a broad course of study that in- cludes all subject areas defined in Ed Code 51210 and 51220 as measured by mas- ter schedules and course offerings.</p>	<p>In 2022-23, all stu- dents had access to a broad course of study that in- cludes all subject areas defined in Ed Code 51210 and 51220 as measured by mas- ter schedules and course offerings.</p>	<p>[Intentionally Blank]</p>	<p>All students have access to a broad course of study that includes all subject areas de- fined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>

Fastbridge ELA	2021 data will become the baseline.	<p>For 2021-22, 63% of the students in grade 3-8 that were assessed scored at or above grade level in language arts on the Fastbridge aReading assessment. 58% of the students in grade 3-8 that were assessed scored at or above grade level in language arts on the Fastbridge AUTOreading assessment. This data is the baseline for the next two school years.</p>	<p>In 22-23, 61% of students assessed in grades 3-8 scored at or above grade level in language arts on the Fastbridge aReading assessment. 60% of students assessed scored at or above grade level on the Fastbridge AUTOreading assessment.</p>	[Intentionally Blank]	<p>Maintain or improve performance as measured by Fastbridge Reading assessments.</p>
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Fastbridge Math	2021 data will become the baseline.	<p>For 2021-22, 46% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge aMath assessment. 40% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge CBM Math Automaticity assessment. This data is the baseline for the next two school years.</p>	<p>In 22-23, 47% of students assessed in grades 3-8 scored at or above grade level in mathematics on the Fastbridge aMath assessment, and 50.5% of students assessed scored at or above grade level on the Fastbridge AUTOmth assessment.</p>	[Intentionally Blank]	Maintain or improve performance as measured by Fastbridge Math assessments.
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# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Development	Professional development opportunities are needed to support and monitor the academic achievement and learning progress of unduplicated students. PD topics will include best practices for effective math and language arts instruction, social emotional learning, and behavior interventions.	\$1,000.00	Yes
Action #2	Analysis of assessments	The school will provide teachers with collaboration and professional development upon local benchmark assessment results to help implement data-driven instruction.	\$0.00	No
Action #3	Educational Support Services	In an effort to continue to provide increased support, the school will provide Educational Support staff, this includes Special Education service providers and staff, to serve students with IEPs as well as students who are struggling to meet or exceed grade-level academic standards as measured by the California Assessment for Student Performance and Progress (CAASPP) and local assessment data.	\$250,000.00	Yes
Action #4	Fastbridge	The school will continue to administer local assessments using Fastbridge assessments and platform.	\$2,300.00	No

# Goal Analysis 2022-23

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

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

None.

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

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

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

The actions were effective. Local student assessment data indicates increased academic achievement growth.

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

No changes.

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

# Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this goal and subsequent actions as priorities for the district. This is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the GVRS community and promote educational success for their children.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Provide Parent Enrichment opportunities to all parents.	In 2020-21, GVRS was able to offer 7 virtual parent enrichment opportunities on various relevant topics.	In 2021-22, GVRS was able to offer two virtual and one in-person parent enrichment opportunities on various relevant topics.	In 2022-23, GVRS was able to offer three parent enrichment opportunities on various relevant topics.	[Intentionally Blank]	GVRS offered parent enrichment opportunities for all parents.

Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs.	Full Implementation according to the local indicator self-reflection tool.	Full Implementation according to the local indicator self-reflection tool.	Full Implementation according to the local indicator self-reflection tool.	[Intentionally Blank]	Full Implementation and Sustainability according to the local indicator self-reflection tool.
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## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Involvement	The school will continue our Parent Circle to help support school events, teachers, staff, students, and programs.	\$0.00	No
Action #2	Aeries Communication/Parent Square	The school will continue to provide multiple methods of parent communication for parents. Aeries Communication and Parent Square systems will be used to facilitate school-to-parent communication which leads to increased academic achievement for students.	\$5,300.00	No
Action #3	Parent Enrichment Opportunities	Needs assessment data for students are analyzed annually and educational partners continue to rate increased parent enrichment opportunities as a high priority for student success that will lead to increased academic achievement. The school will continue to provide parent education and enrichment.	\$1,000.00	No

# Goal Analysis 2022-23

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

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

All actions were implemented as planned.

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

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

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

The actions were very effective. Parent engagement and participation in school-related activities continues to increase at the school.

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

Action 4 (enrollment) will be discontinued.

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



# Goal

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

An explanation of why the LEA has developed this goal.

Increase positive behavior supports to ensure a safe and healthy learning environment where students are engaged.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Maintain student attendance above the 95% average.	97.442% in May 2021.	Due to the COVID-19 pandemic and public health quarantine guidelines, the attendance rate was significantly impacted. The attendance rate for 2021-22 was 88% (as of May 2022).	The attendance rate for 2022-23 was 93.37% (as of May 2023).	[Intentionally Blank]	more than 95%

Decrease pupil chronic absenteeism rate annually between 0.1 to 0.3%	In 2020-21 the chronic absenteeism rate was 2.24%	25.8% as of May 2022-quarantines and isolations due to COVID-19 seriously impacted the 2021-22 chronic absenteeism rate.	In 2022-23 the chronic absenteeism rate was 30.9%	[Intentionally Blank]	1.94% or lower
Maintain a suspension rate of 0.5% or less	No suspensions during the 2020-21 school year.	The school had a suspension rate of 1.01% in 2021-22.	The school had a suspension rate of 1.59% in 2022-23.	[Intentionally Blank]	0.5% or less
The students in grade 5 and higher will participate annually in the GVRS feedback survey.	Students in grade 5-8 participated in the annual survey.	Students in grade 6-8 participated in the annual survey.	All students in grades 5-8 were provided with an opportunity to participate in the GVRS feedback survey.	[Intentionally Blank]	Students in grades 5-8 will participate in the annual survey.

# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Student Survey	Students in grades 5 and higher will take the annual student feedback survey.	\$250.00	No
Action #2	Universal Meals	Two meals will be offered each instructional day, free of charge (breakfast and lunch, to any student requesting a meal.	\$50,000.00	No
Action #3	Expanded learning opportunities program	The school will run an Expanded Learning Opportunities Program (ELO-P) for afterschool and summer enrichment programs for all students. The program will focus on the academic, social, emotional, and physical needs and interests of students through hands-on and engaging learning experiences.	\$150,000.00	No
Action #4	Renewal Room	The Mindfulness Room will be a space that is specifically designed to be a calming and soothing environment. It will be equipped with activities, books, toys, and equipment to aid in reducing stress, calming worries, and supporting mindfulness. The room will be staff part-time by a staff member that has a background in child development and education. The staff will support students through stressful situations in developmentally	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		appropriate ways, being a calming and regulated presence, teaching mindfulness, social emotional learning, and conflict resolution.		
Action #5	Attendance	The school will evaluate the attendance processes currently in place with a goal of transitioning to a proactive system of tiered interventions and includes positive collaboration with families, staff, and the community to help reduce chronic absenteeism and increase the attendance rates for students.	\$0.00	No

## Goal Analysis 2022-23

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

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

Action #1 was discontinued but not removed from the LCAP due to technical issues with the e-template system last school year (21-22). All other actions were implemented as planned.

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

The cost to run a new meal program to provide the two required meals per day under the Universal Meals Program was much higher than originally expected. At the time that this goal was drafted the school was unsure of the many variables that would affect the overall cost of running this new program. Another large factor in the difference in cost was that the school does not have an operational cost and would not be able to run a more cost-effective self-operational meal program unless our authorizing district was willing and able to remodel the school kitchen. In Sacramento there is only one school meal vendor available, and the cost was considerable to the school due to transporting meals from out of town every day. The reimbursement for meals covered the cost of the meals but did not cover most of the operational costs associated with the meal program.

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

The attendance rate was lower than anticipated and the chronic absenteeism rate was much higher. It is difficult to see if the actions were ineffective or need more time to see the impact. Coming out of the pandemic students are rebuilding their immunity and as seen statewide, the widespread respiratory viruses and influenza outbreaks resulted in a higher number of absences.

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

Action 1 discontinued and removed.

An action related to addressing chronic absenteeism has been added to this goal. The schools will evaluate current attendance processes to see where the school can incorporate effective tiered interventions that build a sense of collaboration between families, the school, and the community and to remove barriers to attending school regularly for all students.

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

## Goal

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

An explanation of why the LEA has developed this goal.

Unduplicated pupils identified as socioeconomically disadvantaged, regardless of grade level, have performed lower on math and language assessments, both local and state, than their grade-level peers.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
The school will increase the number of unduplicated pupils identified as socioeconomically disadvantaged that score at or above grade level (College Pathways and Low Risk categories) on the Fastbridge aMath assessment by 5% each year.	In 2021-22, 35% of unduplicated pupils identified as socioeconomically disadvantaged performed at or above grade level on the aMath Fastbridge assessment.	In 2021-22, 35% of unduplicated pupils identified as socioeconomically disadvantaged performed at or above grade level on the aMath Fastbridge assessment.	In 22-23, 41% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aMath assessment. This was a 6% increase from the previous school year.	[Intentionally Blank]	By 2023-24, 35% unduplicated pupils will perform at the College Pathways or Low Risk categories on the Math Automaticity CBM Fastbridge assessment, and 45% of unduplicated pupils will perform at the College Pathways or Low Risk categories on the Math aMath Fastbridge assessment.

<p>The school will increase the average distance from standard (DFS) points for unduplicated pupils identified as socioeconomically disadvantaged by at least 5 points annually on the SBAC (CAASPP) mathematics assessment.</p>	<p>No CAASPP data is available for 20-21. The 2022 CAASPP data will become baseline data (see Year 2 data).</p>	<p>No CAASPP data is available for 20-21. The 2022 CAASPP data will become baseline data.</p>	<p>On the 2022 Dashboard, students identified as socioeconomically disadvantaged scored 96.6 points below standard on the Mathematics SBAC assessment.</p>	<p>[Intentionally Blank]</p>	<p>On the 2023 Dashboard, students identified as socioeconomically disadvantaged will score at least 91.6 points below standard (or higher) on the mathematics SBAC assessment.</p>
<p>The school will increase the number of unduplicated pupils identified as socioeconomically disadvantaged that score at or above grade level (College Pathways and Low Risk categories) on the Fastbridge aReading assessment by 5% each year.</p>	<p>In 22-23, 59% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.</p>	<p>N/A</p>	<p>In 22-23, 59% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.</p>	<p>[Intentionally Blank]</p>	<p>In 23-24, 64% of students identified as socioeconomically disadvantaged in grades 3-8 were at or above grade level on the aReading assessment.</p>

The school will increase the average distance from standard (DFS) points for unduplicated pupils identified as socioeconomically disadvantaged by at least 5 points annually on the SBAC (CAASPP) English Language Arts assessments.	Students identified as socioeconomically disadvantaged scored 32.5 points below standard on the English Language Arts SBAC assessment.	N/A	Students identified as socioeconomically disadvantaged scored 32.5 points below standard on the English Language Arts SBAC assessment	[Intentionally Blank]	On the 2023 Dashboard, students identified as socioeconomically disadvantaged will score 27.5 points below standard or higher on the English Language Arts SBAC assessment.
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## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Targeted and Intensive Interventions	Unduplicated pupils identified as socioeconomically disadvantaged will be prioritized in grades 3-8 to be provided with targeted and intensive math and language arts interventions utilizing evidence-based intervention programs (ex. Dream Box Math, Number Worlds, Read Naturally, etc.) provided by trained educational support staff. Title I funds will be utilized to implement this action.	\$30,000.00	Yes
Action #2	Math curriculum	The school will implement the math curriculum selected by the Math Committee (Grades 3-5: Reveal Math; Grades 5-8: Big Ideas Learning).	\$1,000.00	Yes

## Goal Analysis 2022-23

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



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

Staffing shortages resulted in limited after-school interventions available. This action was achieved as part of the math committee's intervention curriculum pilot.

Feedback from educational partners and Title I families indicated that the school should also purchase math curriculum for grades 6-8, not just for grades 3-5.

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

All of the expenditures tied to this goal went to purchasing the curriculum and programs recommended from the math committee's pilot process. Title I funds were used to purchase the materials.

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

Purchasing the curriculum and programs was the first step in the process to increase unduplicated pupils' achievement in mathematics. Now that the programs have been purchased the second phase of implementing them into the classroom will commence. The goal will now be directly working on improving achievement in math for unduplicated pupils. The school will prioritize unduplicated pupils that are not meeting achievement goals to receive targeted interventions from the Educational Support department.

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

As described in the previous answer, the students will begin to be prioritized for interventions. The goal will be expanded to include English language arts achievement for unduplicated pupils.

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

found in the Contributing Actions Annual Update Table.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,631,726.00	\$156,798.00	\$0.00

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.96%	0%	\$0.00	5.96%

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After reflecting on the assessment data for the unduplicated pupils it was determined there is a need for professional development for on writing, mathematics, behavior/PBIS, and social emotional learning. These needs also mirror the needs of the entire population of students.

Based on assessment data the LEA determined that it's unduplicated pupils will require additional supports and interventions in mathematics. However, there are some that will need support in language arts, speech, and behavior. There are not enough students to necessitate groups just for the unduplicated pupils so the intervention services with Educational Support Services staff will be open to all students after populating groups with the unduplicated pupils first.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Fastbridge assessments were administered to grades 3-8 students to identify academic strengths and areas for improvement. After reviewing and reflecting upon the unduplicated pupils' results on the Fastbridge assessments, it was determined that math was subject that needed more services and supports. Moving forward, funds and resources will be allocated to provided targeted interventions in mathematics for unduplicated pupils that are performing below grade level standards in grades 3-8. Based on the data it was determined that unduplicated pupils needs were not being met in the classroom with the manner in which math instruction has been delivered, and as such the school will research, purchase, and train staff in a mathematics curriculum for grades 3-5 that will better meet the needs of our unduplicated pupils.

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

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 26.2	n/a

Staff-to-student ratio of certificated staff providing direct services to students	1 to 20.9	n/a
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## 2023-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2023-24	\$2,631,726.00	\$156,798.00	5.96%	0.00%	5.96%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Summer Waldorf Training	All	No			All Schools	ongoing
1	2	Waldorf certification	All	No			All Schools	Ongoing
1	3	Induction Program	All	No	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	ongoing
1	4	Mentorship	All	No			All Schools	Ongoing
2	1	Professional Development	All	Yes	LEA-wide	English Learners, Low Income, Foster Youth	All Schools	ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	2	Analysis of assessments	All	No	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
2	3	Educational Support Services	All	Yes	LEA-wide	Low Income	All Schools	Ongoing
2	4	Fastbridge	All	No			All schools	Ongoing
3	1	Parent Involvement	All	No			All Schools	ongoing
3	2	Aeries Communication/Parent Square	All	No			All Schools	ongoing
3	3	Parent Enrichment Opportunities	All	No			All Schools	Ongoing
4	1	Student Survey	All	No	LEA-wide		All Schools	Ongoing
4	2	Universal Meals	All	No			All schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
4	3	Expanded learning opportunities program	All	No	LEA-wide		All schools	Ongoing
4	4	Renewal Room	All	No			All schools	Ongoing
4	5	Attendance	All	No			All schools	Ongoing
5	1	Targeted and Intensive Interventions		Yes	Limited	Low-Income	All schools	ongoing
5	2	Math curriculum		Yes	LEA-wide	Low-Income	All Schools	Ongoing

## 2023-24 Data Entry Table Continued

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	1	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	0%
1	2	\$0.00	\$10,000.00	\$10,000.00		\$0.00	\$0.00	\$10,000.00	0%
1	3	\$0.00	\$8,200.00	\$8,200.00	\$0.00	\$0.00	\$0.00	\$8,200.00	0%
1	4	\$30,000.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	0%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
2	1	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%
2	2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
2	3	\$190,000.00	\$60,000.00	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00	0%
2	4	\$0.00	\$2,300.00	\$2,300.00	\$0.00	\$0.00	\$0.00	\$2,300.00	0%
3	1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
3	2	\$0.00	\$5,300.00	\$5,300.00	\$0.00	\$0.00	\$0.00	\$5,300.00	0%
3	3	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%
4	1	\$0.00	\$250.00	\$250.00	\$0.00	\$0.00	\$0.00	\$250.00	0%
4	2	\$45,000.00	\$5,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	0%
4	3	\$130,000.00	\$20,000.00		\$150,000.00	\$0.00	\$0.00	\$150,000.00	0%
4	4	\$30,000.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	0%
4	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
5	1	\$0.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	\$30,000.00	0%
5	2	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%



## 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$391,050.00	\$150,000.00	\$0.00	\$30,000.00	\$571,050.00	\$425,000.00	\$146,050.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Summer Waldorf Training	All	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
1	2	Waldorf certification	All	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	3	Induction Program	All	\$8,200.00	\$0.00	\$0.00	\$0.00	\$8,200.00
1	4	Mentorship	All	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
2	1	Fastbridge	All	\$2,300.00	\$0.00	\$0.00	\$0.00	\$2,300.00
2	2	Educational Support Services	Low Income	\$250,000.00	\$0.00	\$0.00	\$0.00	\$250,000.00
2	3	Analysis of assessments	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	4	Professional Development	English Learners, Low Income, Foster Youth	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	Parent Enrichment Opportunities	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
3	2	Aeries Communication/Parent Square	All	\$5,300.00	\$0.00	\$0.00	\$0.00	\$5,300.00
3	3	Parent Involvement	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	1	Renewal Room	All	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
4	2	Expanded learning opportunities program	All	\$0.00	\$150,000.00	\$0.00	\$0.00	\$150,000.00
4	3	Universal Meals	All	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
4	4	Student Survey	All	\$250.00	\$0.00	\$0.00	\$0.00	\$250.00
4	5	Attendance	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	1	Math curriculum	Low-Income	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
5	2	Targeted and Intensive Interventions	Low-Income	\$0.00	\$0.00	\$0.00	\$30,000.00	\$30,000.00



## 2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$2,631,726.00	\$156,798.00	5.96%	0.00%	5.96%	\$252,000.00	0.00%	9.58%

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$252,000.00	\$282,000.00
<b>LEA-wide Total:</b>	\$252,000.00	\$252,000.00
<b>Limited Total:</b>	\$0.00	\$30,000.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	Professional Development	Yes	LEA-wide	English Learners, Low Income, Foster Youth	All Schools	\$1,000.00	0%
2	3	Educational Support Services	Yes	LEA-wide	Low Income	All Schools	\$250,000.00	0%
5	1	Targeted and Intensive Interventions	Yes	Limited	Low-Income	All schools	\$0.00	0%
5	2	Math curriculum	Yes	LEA-wide	Low-Income	All Schools	\$1,000.00	0%

# 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$318,290.00	\$572,158.02

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Summer Waldorf Training	No	\$2,000.00	\$958.05
1	2	Waldorf certification	No	\$16,729.00	\$5,691.74
1	3	Induction Program	No	\$8,200.00	\$16,400.00
1	4	Mentorship	No	\$30,000.00	\$28,517.00
1	5	Evaluation	No	\$6,000.00	\$0.00
2	1	Professional Development	Yes	\$1,000.00	\$850.00
2	2	Analysis of assessments	No	\$0.00	\$0.00
2	3	Educational Support Services	Yes	\$139,525.00	\$254,842.76
2	4	Fastbridge	No	\$2,100.00	\$2,299.00
3	1	Parent Involvement	No	\$0.00	\$0.00
3	2	Aeries Communication/Parent Square	No	\$5,475.00	\$5,260.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3	Parent Enrichment Opportunities	No	\$1,000.00	\$128.49
3	4	Enrollment	No	\$0.00	\$0.00
4	1	Social-Emotional Screener and Interventions	No	\$0.00	\$0.00
4	2	Student Survey	No	\$192.00	\$234.00
4	3	Universal Meals	No	\$0.00	\$50,000.00
4	4	Expanded learning opportunities program	Yes	\$50,000.00	\$147,517.26
4	5	Mindfulness Room	No	\$27,000.00	\$27,580.00
5	1	Targeted and Intensive Math Interventions	Yes	\$28,069.00	\$0.00
5	2	Lower grades math curriculum	Yes	\$1,000.00	\$31,879.72

## 2022-23 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$179,278.00	\$219,594.00	\$402,360.02	\$-182,766.02	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	1	Professional Development	Yes	\$1,000.00	\$0.00	0.00%	0.00%
2	3	Educational Support Services	Yes	\$139,525.00	\$254,842.76	0.00%	0.00%
4	4	Expanded learning opportunities program	Yes	\$0.00	\$147,517.26	0.00%	0.00%



Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
5	1	Targeted and Intensive Math Interventions	Yes	\$0.00	\$0.00	0.00%	0.00%
5	2	Lower grades math curriculum	Yes	\$1,000.00	\$0.00	0.00%	0.00%

## 2022-23 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	\$2,850,202.00	\$179,278.00	0.00%	6.29%	\$402,360.02	0.00%	14.12%	\$-223,170.82	-7.83%

## Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

#### General Information

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

## **Reflections: Successes**

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

## **Reflections: Identified Need**

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

## **LCAP Highlights**

Identify and briefly summarize the key features of this year’s LCAP.

## **Comprehensive Support and Improvement**

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

**Schools Identified:**

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

**Support for Identified Schools:**

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

**Monitoring and Evaluating Effectiveness:**

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

## Engaging Educational Partners

### Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and districtlevel goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## **Requirements and Instructions**



Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

**Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”**

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A

sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2: “A summary of the feedback provided by specific educational partners.”**

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”**

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions

- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or

strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### Focus Goal(s)

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

*Explanation of why the LEA has developed this goal:* Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### **Broad Goal**

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

*Explanation of why the LEA has developed this goal:* Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

*Goal Description:* Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

*Explanation of why the LEA has developed this goal:* Explain how the actions will sustain the progress exemplified by the related metrics.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

*Consistently low-performing student group(s) criteria:* An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included

in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

*Low-performing school(s) criteria:* The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and

expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.



- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

### Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:**

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:**

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

**Goal Analysis:**

Enter the LCAP Year

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

instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

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

## **Requirements and Instructions**

*Projected LCFF Supplemental and/or Concentration Grants:* Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

*Projected Additional LCFF Concentration Grant (15 percent):* Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

*Projected Percentage to Increase or Improve Services for the Coming School Year:* Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

*LCFF Carryover — Dollar:* Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an

amount of zero (\$0).

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

**Required Descriptions:**

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:**

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged

status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

### **COEs and Charter Schools:**

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

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

#### **Actions Provided on an LEA-Wide Basis:**

##### **Unduplicated Percentage > 55%:**

For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

##### **Unduplicated Percentage < 55%:**

For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a

schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.



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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at

schools with an enrollment of unduplicated students that is greater than 55 percent.

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

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

## Action Tables

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

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

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

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

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- *LCAP Year*: Identify the applicable LCAP Year.
- *1. Projected LCFF Base Grant*: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

**Goal #:**

Enter the LCAP Goal number for the action.

**Action #:**

Enter the action's number as indicated in the LCAP Goal.

**Action Title:**

Provide a title of the action.

**Student Group(s):**

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

**Contributing to Increased or Improved Services?:**

Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

**Scope:**

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

**Unduplicated Student Group(s)**

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

**Location:**

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Time Span:**

Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an

LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

**Personnel Expense:**

This column will be automatically calculated based on information provided in the following columns:

**Total Personnel:**

Enter the total amount of personnel expenditures utilized to implement this action.

**Total Non-personnel:**

This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

**LCFF Funds:**

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

**Other State Funds:**

Enter the total amount of Other State Funds utilized to implement this action, if any.

**Local Funds:**

Enter the total amount of Local Funds utilized to implement this action, if any.

**Federal Funds:**

Enter the total amount of Federal Funds utilized to implement this action, if any.

**Total Funds:**

Enter the total amount of Federal Funds utilized to implement this action, if any.

**Planned Percentage of Improved Services:**

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and



determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- *9. Estimated Actual LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- *10. Total Percentage to Increase or Improve Services for the Current School Year:* This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

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

#### 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

#### 5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

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

### 6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

### 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

### 7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions  
(Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

## 5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

## 8. Total Estimated Actual Percentage of Improved Services (%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column

## Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## **LCFF Carryover Table**

## 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

## 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

## 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

LCFF funds that is required to be carried over to the coming year.

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

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

## ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between Revolution Foods, PBC and Golden Valley Charter

This addendum made on **3/23/23** between **Revolution Foods, PBC.**, hereinafter referred to as **Revolution Foods** and Golden Valley Charter, hereinafter referred to as Golden Valley Charter, is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

### 1. Addendum Purpose

This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2023 ending on June 30, 2024. The terms and conditions of the original Base Year service agreement are applicable to this contract renewal.

### 2. Service Agreement Period

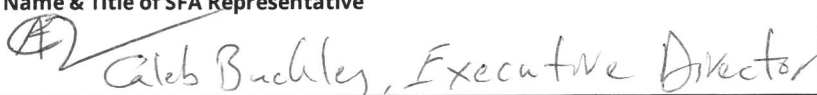
Base Year: August 8, 2022 – June 30, 2023  
 Current Renewal Year: July 1, 2023 – June 30, 2024

### 3. Pricing

In consideration of the premises and mutual agreements contained in this Renewal, the Parties agree as follows:

<u>Meal</u>	<u>Estimated Annual Units</u>	<u>Rate</u>
<b>Breakfast (Hot/Cold)</b>	<b>14,400</b>	<b>\$2.75</b>
<b>Breakfast (Grab and Go)</b>	<b>TBD</b>	<b>\$3.00</b>
<b>Breakfast (Shelf Stable)</b>	<b>TBD</b>	<b>\$3.35</b>
<b>Lunch (Hot/Cold IW)</b>	<b>28,800</b>	<b>\$4.61</b>
<b>Lunch (Shelf Stable)</b>	<b>TBD</b>	<b>\$5.00</b>


Golden Valley Charter and Revolution Foods hereby mutually exercise the option to renew the service agreement from Base Year 2022-2023.

<b>Name &amp; Title of SFA Representative</b>  Caleb Buckley, Executive Director	<b>Telephone Number</b> 916-597-1978
<b>Mailing Address</b> 1000 River Rock Dr, Ste 220 6550 Filbert Ave. Orangevale, CA 95662 Folsom, CA 95630	

Golden Valley Charter Initials GV

Revolution Foods Initials \_\_\_\_\_

<b>Signature</b> 	<b>Date</b> 5/25/23
<b>Name &amp; Title of Revolution Foods Meals Representative</b> Steven Holguin, Vice President of Business Development	<b>Telephone Number</b> (323) 838-5555
<b>Mailing Address</b> 5743 Smithway Street, Ste 103, Commerce, CA 90040	
<b>Signature</b>	<b>Date</b>

Golden Valley Charter Initials 

Revolution Foods Initials \_\_\_\_\_

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Golden Valley Orchard	Caleb Buckley Executive Director	cbuckley@goldenvalleycharter.org 916-597-1477

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.



# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	

Academic Standards	1	2	3	4	5
Next Generation Science Standards				X	
History-Social Science				X	

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

**Other Adopted Academic Standards**

**4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education		X			
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts					X
World Language		X			

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

## Parental Involvement and Family Engagement (LCFF Priority 3)

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				X	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				X	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				X	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				X	

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The school has strong relationships with families, built over years of town hall meetings, parent surveys, parent-teacher conferences, class meetings, festivals, and Parent Circle (PTA).

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The school focuses on parent-teacher conferences/meetings, parent evenings, parent engagement offerings, and regular communication. Feedback from educational partners continues to drive the types of parent enrichment offerings the school plans and implements each school year. Teachers and administrators will continue to work with families to ensure strong communication to help every student meet their learning goals.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The Golden Valley leadership team will analyze data to inform our planning and educational partner development. Through continued responsiveness to requested resources, support, and trainings with information gathered through surveys, parent leader feedback, and community school event evaluations, we will plan engagement opportunities that reflect expressed needs. The school will continue to expand supports available and will identify key partners to incorporate into our school communities in order to provide our families with the resources they need to support student success.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				X	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				X	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				X	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Ongoing phone calls and Parent Square posts and communications, school-based events, student led conferences, Parent Circle, committees, and school reports provide opportunities for Parent Involvement and discussion of student progress. Additional opportunities for discussion of student progress occur via parent-teacher conferences, class meetings, SST meetings, IEP meetings, ParentSquare, and teacher calls/emails to parents. Specific activities, workshops, training opportunities, and parent enrichment events included topics such as: Waldorf 101, Waldorf 202, and an alumni panel.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

A focus area will be to increase communication on Parent Involvement activities, student progress, current research, available resources. Implementation of improvements to the student information system and related training materials and workshops will provide families with the tools to access the parent portal, further increasing accessibility of information on student progress. Updating and expanding resources on our website will allow for further dissemination of information and resources.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We will continue to engage our families by offering school engagement activities, conferences, school reports provide opportunities for parent involvement and discussion of student progress. Additional opportunities for discussion of student progress occur in SST meetings, IEP meetings and teacher calls/emails/messages to parents. Our further work will include expanding opportunities for shared experiences through student exhibitions, community school events, and student/family feedback on the opportunities that are most engaging and successful from their perspective.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principal and staff to effectively engage families in advisory groups and with decision-making.				X	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			X		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				X	

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The school has many groups of parents to engage in around governance and community goals. Parent surveys, and town hall meetings are held on a regular basis to gain parent input and to help guide school priorities and decision-making.



2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

A focus area will be to increase communication on parent involvement activities, student progress, current research, and available resources. Implementation of a student information system will provide families with the tools to access the parent portal, further increasing accessibility of information on student progress. Updating and expanding resources on our website will allow for further dissemination of information and resources. We will also continue to expand opportunities for student exhibitions of learning which include our educational partners in the development and execution of events that highlight student growth.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

In collaboration with the school's parent groups and committees, Central Office staff, and the leadership team, the school will continue to engage families by providing multiple opportunities for input and feedback. Continuing opportunities for discussion and input will be available.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The school administers a locally developed climate survey and reports the results to its local governing board and through the local data selection option in the Dashboard. This data appears to show a strength in students' feeling accepted supported by adults and their peers at school. Students also are reporting that they have friends at school and that school is a fun place to be. The areas for growth appear to be the feeling cared for, safe at school, and the feeling of having learned enough content from their teachers.

- 32% of students feel they have learned a lot this year.
- 38% of students feel cared for at school.
- 47% of students feel safe at school.
- 53% of students feel they have made new friends.
- 56% of students feel they have had fun this year at school.
- 58% of students feel connected to at least one adult at school.
- 60% feel their cultural background and identity are accepted at school.
- 81% feel they have friends at school.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We are a charter school with systems in place to ensure our students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs. Local assessments are given at each grading period. Students that show a need for intervention services are referred to Educational Support Services for targeted interventions. At each grading period, teachers review student grades and academic achievement data to ensure students are taking a broad course of study that advances students. Students are referred for SST meetings to address teacher, parent, or student concerns that appear to be hindering success for students. The school annually evaluates assessment data and other academic data to identify students for targeted assistance for Title I funded supports or services.

Some barriers that can prevent our LEA from providing a broad course of study for all students include the fact that our sites are small (to meet the needs of our student population). Another barrier that we face in providing a broad course of study for all students is the challenge we have with student attendance. Many of our students struggle to attend school consistently and this leads to challenges with ensuring students are receiving the instruction needed to make academic progress.

The school is seeking to address the barriers we face in the following ways. The school has updated our math curriculum and intervention programs to better meet the needs of our students' diverse needs through consistency in curriculum and professional learning focused on stronger instructional strategies. The school also continues to refine a multi-tiered system of support with documentation and data to help improve student attendance, student engagement and a broad range of needs that would preclude them from being successful at school. We have seen the results of these measures and continue to exert energy and effort to continue along this manner.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Golden Valley River	Caleb Buckley Executive Director	cbuckley@goldenvalleycharter.org 916-597-1477

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	



Academic Standards	1	2	3	4	5
Next Generation Science Standards				X	
History-Social Science				X	

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

**Other Adopted Academic Standards**

**4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education		X			
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts					X
World Language		X			

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

## Parental Involvement and Family Engagement (LCFF Priority 3)

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				X	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				X	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				X	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				X	

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The school has strong relationships with families, built over years of town hall meetings, parent surveys, parent-teacher conferences, class meetings, festivals, and Parent Circle (PTA).

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The school focuses on parent-teacher conferences/meetings, parent evenings, parent engagement offerings, and regular communication. Feedback from educational partners continues to drive the types of parent enrichment offerings the school plans and implements each school year. Teachers and administrators will continue to work with families to ensure strong communication to help every student meet their learning goals.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The Golden Valley leadership team will analyze data to inform our planning and educational partner development. Through continued responsiveness to requested resources, support, and trainings with information gathered through surveys, parent leader feedback, and community school event evaluations, we will plan engagement opportunities that reflect expressed needs. The school will continue to expand supports available and will identify key partners to incorporate into our school communities in order to provide our families with the resources they need to support student success.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				X	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				X	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				X	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Ongoing phone calls, school-based events, student led conferences, Parent Circle, committees, and school reports provide opportunities for Parent Involvement and discussion of student progress. Additional opportunities for discussion of student progress occur via parent-teacher conferences, class meetings, SST meetings, IEP meetings, ParentSquare, and teacher calls/emails to parents. Specific activities, workshops, training opportunities, and parent enrichment events included topics such as: Waldorf 101, Waldorf 202, and an alumni panel.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

A focus area will be to increase communication on Parent Involvement activities, student progress, current research, available resources. Implementation of improvements to the student information system and related training materials and workshops will provide families with the tools to access the parent portal, further increasing accessibility of information on student progress. Updating and expanding resources on our website will allow for further dissemination of information and resources.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We will continue to engage our families by offering school engagement activities, conferences, school reports provide opportunities for parent involvement and discussion of student progress. Additional opportunities for discussion of student progress occur in SST meetings, IEP meetings and teacher calls/emails/messages to parents. Our further work will include expanding opportunities for shared experiences through student exhibitions, community school events, and student/family feedback on the opportunities that are most engaging and successful from their perspective.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principal and staff to effectively engage families in advisory groups and with decision-making.				X	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			X		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				X	

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The school has many groups of parents to engage in around governance and community goals. Parent surveys, and town hall meetings are held on a regular basis to gain parent input and to help guide school priorities and decision-making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

A focus area will be to increase communication on parent involvement activities, student progress, current research, and available resources. Implementation of a student information system will provide families with the tools to access the parent portal, further increasing accessibility of information on student progress. Updating and expanding resources on our website will allow for further dissemination of information and resources. We will also continue to expand opportunities for student exhibitions of learning which include our educational partners in the development and execution of events that highlight student growth.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

In collaboration with the school's parent groups and committees, Central Office staff, and the leadership team, the school will continue to engage families by providing multiple opportunities for input and feedback. Continuing opportunities for discussion and input will be available.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The LEA administers a locally developed climate survey and reports the results to its local governing board and through the local data selection option in the Dashboard. This data appears to show a strength in students' feeling accepted supported by adults and their peers at school. Students also are reporting that they have friends at school and that school is a fun place to be. The areas for growth appear to be the feeling cared for, safe at school, and the feeling of having learned enough content from their teachers.

43% of students feel cared for at school.

45% of students feel safe at school.

51% of students feel they have learned a lot this year.

57% of students feel they have made new friends.

66% of students feel connected to at least one adult at school.

69% feel their cultural background and identity are accepted at school.

71% of students feel they have had fun this year at school.

81% feel they have friends at school.

This data is from our 2022-23 local Community Feedback Survey.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We are a charter school with systems in place to ensure our students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs. Local assessments are given at each grading period. Students that show a need for intervention services are referred to Educational Support Services for targeted interventions. At each grading period, teachers review student grades and academic achievement data to ensure students are taking a broad course of study that advances students. Students are referred for SST meetings to address teacher, parent, or student concerns that appear to be hindering success for students. The school annually evaluates assessment data and other academic data to identify students for targeted assistance for Title I funded supports or services.

Some barriers that can prevent our LEA from providing a broad course of study for all students include the fact that our sites are small (to meet the needs of our student population). Another barrier that we face in providing a broad course of study for all students is the challenge we have with student attendance. Many of our students struggle to attend school consistently and this leads to challenges with ensuring students are receiving the instruction needed to make academic progress.

The school is seeking to address the barriers we face in the following ways. The school has updated our math curriculum and intervention programs to better meet the needs of our students' diverse needs through consistency in curriculum and professional learning focused on stronger instructional strategies. The school also continues to refine a multi-tiered system of support with documentation and data to help improve student attendance, student engagement and a broad range of needs that would preclude them from being successful at school. We have seen the results of these measures and continue to exert energy and effort to continue along this manner.



## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability



# GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT  
Submitted by Caleb Buckley, EdD

June 7, 2023

K-8 Tuition for Public Waldorf Schools

When you walk into an 8<sup>th</sup> grade graduation at Golden Valley, you remember why we work so hard all year, and even for 10 years with one child – to prepare our students to go out into the world. After our closing ceremonies, the school celebrated the end of our 23<sup>rd</sup> year. Now the school sites are busy with summer Eagle's Nest at Orchard and teacher courses at River. In the leadership meetings we have been working to try and build a sustainable financial picture for next year. Both schools went from 94% attendance down to 85% attendance which is a loss of funding in the hundreds of thousands of dollars. We clearly need a very large campaign with our community about the importance of kids attending school. For the children who fell behind academically, all of them also had low attendance. On average, each school had 40 kids staying home every day. That's 80 kids that Golden Valley did not receive funding for this year. The puzzle of the 2023-34 school year, is how to bring more students in and create more programs. Because our rent is increasing dramatically, there needs to be an influx of students. By next year, Orchard will be paying \$1,200 per student to the district for facility costs, not including utilities and our own upgrades. (The Orchard School construction was paid for by local bonds during the Great Depression).

The good news is that education in California has moved beyond just surviving the pandemic. Our goal two years ago was just to be open for 175 days. Now we need to look into the next 5 years and start to chip away at our long term goals to prove we can be around to serve families with a high quality Public Waldorf Charter Education.

The 3<sup>rd</sup> week of June, the Executive Director will be attending the National Charter School Conference in Austin, TX.



## ON CAMPUS



**Orchard School** – Orchard School ended the year in celebration. We were overjoyed that we had a year where we could be back to life as usual. Classes went on field trips, both day and overnight, met with their buddies, and invited assemblies for activities such as shearing sheep and share a marionette play. Parents were once again present during the school day. They helped in classes, met for Parent Circle, and gathered for enrichment opportunities. During our last week of school, we held our traditional Spirit Day where students went to different stations and played games with a carnival or water theme. Students drew with chalk, ran in the sprinklers, held sack races, and more. We also bid a fond farewell to Ed Support teacher, Linda Calfee. Linda joined Golden Valley 16 years ago as a co-teacher in 2<sup>nd</sup> grade. She moved to the Ed Support Role two years later and was the original Ed Support teacher at Orchard School. She's made an incredible impact on many students, helping them to realize their potential in a loving manner. We will miss her and wish her well in her retirement adventures. On our last day of school, we said goodbye to the energetic Juniper Class 8<sup>th</sup> grade during our traditional Rose Ceremony and evening 8<sup>th</sup> grade graduation. The Juniper Class will be remembered for their playfulness and helpfulness. Whenever there was a teacher, staff, or class in need, they were willing to offer joyful service. We wish them well as they move on to high school.

Referrals = 22; YTD = 77

Suspensions = 3; YTD - 17



**River School** - The River School held a spirit week with different themes such as a water day. Our Rose Ceremony was a beautiful end to a year that seemed to end so quickly. Graduation under the oaks was a moving ceremony, followed by a reception hosted by grade 7. We are looking forward to Sarah Chase forming our new first grade class in the Fall. We thanked Susan Hixon for being the long term substitute in kindergarten. The teachers came back to school after Memorial Day to move their classrooms and all is quiet again. Over the summer many repairs and cleaning projects take place under the direction of Mr. Mark, who has returned to full time on site. In two weeks, River will be the site of the Art of Teaching classes for kindergarten and Middle School. We also moved the homestudy classroom into the wing where the handwork room was so the lower grades can be close together. Over the summer there will be some development on the Meadow Brook program.

May Referrals - 2/ 11 total

May Suspensions - 3 / 6 total

## COMPLIANCE

**Accountability & Compliance**

The Governor's May Budget Revision was released, and schools are watching to see what changes are in the works for schools. There will be changes made to the Arts, Music, and Instructional Materials Block Grant due to the passage of Prop 28 in the last election. The Governor proposed allocating the Prop 28 funds as passed by voters but will take back a portion of the Arts Music, and Instructional Materials Block Grant funds that were allocated this school year. The Prop 28 funds have more stipulations around acceptable expenditures, whereas the block grant funds have much more flexibility in how funds are utilized at the local level.

SB 739 passed on the Senate floor on 5/31/23. This legislation will grant a one-year extension for charters set to expire next school year so that charter schools will have comparable post-pandemic data on the Dashboard for authorizers to consider when looking whether to renew a charter.

## MARKETING &amp; COMMUNICATION

Marketing is focused on Branding Awareness and continuing Enrollment relationship with prospective families and potential teachers.

- SchoolsFirst Bank Art gallery on Main Street finished at the end of May 2023
  - GVCS had Enrollment Onboarding Welcome/information Booth at both school May Festivals
  - LinkedIn is now up for Golden Valley Charter Schools with its first employment ad
  - Art of Teaching ads in Waldorf Today e-newsletters, a e-newsletter blog write up, on the Waldorf Today Website, and Social Media Ads
  - Continual Social Media Posts
  - Looking ahead and setting up ChalkItUp Sacramento Outreach and Community Event
- 

## ENROLLMENT &amp; OUTREACH

**Enrollment** – We have recorded Parent Information Meetings available for prospective families to watch. We will continue to accept applications and make offers for enrollment when there is an open seat in a class.

**Outreach** – New families were invited to attend our May Festivals at both schools. Over 30+ Waldorf-inspired pre-schools and playgroups were invited to attend the festivals

Applications for Enrollment for the 2023-24 school year will continue to be accepted. Additional Parent Information Meetings (PIM) are scheduled in September for families to learn more about GVCS and learn how to apply.

- Orchard School PIM: 9/6
- River School PIM: 9/13

Orchard Enrollment as of May 26							
	<i>2023-2024 PROJECTION</i>	<i>2023-2024 WAITLIST</i>	May Gain/Loss	2022-2023	2021- 2022	2020- 2021	2019- 2020
TK	~	0	0	14	16	16	15
K	~	9	0	32	32	37	29
ABK	22	~	n/a	24	16	21	N/A
OBAK	22	~	n/a	22	22	11	22
1	31	12	(2)	27	28	29	29
2	30	0	0	28	30	32	29
3	30	9	0	32	28	29	25
4	31	12	(1)	29	24	26	29
5	30	5	0	27	26	28	30
6	28	0	0	24	26	31	30
7	28	0	0	24	28	27	25
8	26	0	0	29	25	22	26
Total	278	N/A	05/26=268	265	263	277	267

Enrollment and Movement, River, May 26							
	<i>2023-2024 PROJECTION</i>	<i>2023-2023 WAITLIST</i>	March Gain/Loss	2022- 2023	2021- 2022	2020- 2021	2019- 2020
TK	~	0	0	28	21	25	25
K	~	14	0	35	34	42	39
CBK	20	~	n/a	17	18	21	20
LBK	22	~	n/a	24	19	23	22
PBK	22	~	n/a	22	18	24	22
1 <sup>st</sup>	33	8	0	30	29	32	31
2 <sup>nd</sup>	30	7	0	30	29	32	29
3 <sup>rd</sup>	30	7	0	32	28	28	29
4 <sup>th</sup>	32	11	0	30	26	27	28
5 <sup>th</sup>	30	6	(1)	24	23	24	30
6 <sup>th</sup>	30	0	0	28	27	29	29
7 <sup>th</sup>	29	0	0	31	24	26	28
8 <sup>th</sup>	30	8	0	24	22	23	20
1 <sup>st</sup> HS	2	0	0	5	7	4	6
2 <sup>nd</sup> HS	7	0	0	4	3	6	7
3 <sup>rd</sup> HS	4	0	0	3	5	6	3
4 <sup>th</sup> HS	3	1	0	3	2	3	3
5 <sup>th</sup> HS	3	0	n/a	n/a	0	2	1
Total	324	N/A	5/26=308	307	280	310	307





## DEVELOPMENT

ANNUAL GIVING CAMPAIGN

- The big push for AGC is over for the year. So far we are looking to achieve 70% of our goal by end of June with a 56% percentage across both schools in participation.
- Concentration in highlighting programing, student artwork in the community, & a presence of fundraising and participation at the May Festivals
- A big thank you to all participants to go out in PS and a donor wall list for printing and acknowledgement in the next Annual Report
- Email teachers the results and appreciation of communicating to their families the importance of participation
- Defining the AGC in the upcoming Parent Handbook will be important this year as well as how it is presented to incoming families at registration.

Community Engagement:

- Newsletters from Orchard, River, & CO all communicated the overall percentage meter of funds raised thus far with a break down per school of overall class participation percentages messaged to teachers
- For New Family Registration this year, we will have a community engagement Core Value exercise
- Evening Gala & Live Auction Committee forming in June with GVEF

FUNDRAISING with GVEF

- GVEF meetings are held on the second Tuesday of each month
  - We spoke about how May Festival went with t-shirt sales, May Auction, and golden tickets resulted. Almost 12, 000 in funds raised.
  - T-shirt sales may also happen for registration for both schools
  - A GVEF mixer is scheduled for June 14 at 7pm for gathering interest in a Gala Committee
  - Fireworks Fundraiser this year is for two booths. Volunteer signups are up, banners, and ParentSquare messages.
  - GVEF is reviewing their bylaws and the MOU

SCHOOL	Donors/Household Participation %	YTD Rec'd (FY22/23)	<i>Projected AGC Receivables 22/23 FY End</i>	Goal
GVOS	90/193 = 47%	\$40,875	\$43,659	\$100,000
GVRS	135/227 = 60%	\$85,320	\$91,530	\$100,000
General Donation	11	\$3,409	\$3,609	
<b>Total</b>	<b>236/420 = 57%</b>	<b>\$129,604</b>	<b>\$138,798</b>	<b>\$200,000</b>

2023/2024 CLASS TEACHERS

2023/2024 River Class Teachers

CBK: Annie Bosque

LBK: Tavia Pagan

PBK: Lynn Freund

1st Grade: Sarah Chase

2nd Grade: Sydney Ernst (Strawn)

3rd Grade: Danuta Dias

4th Grade: Jenni Walthard

5th Grade: AJ Lacoste

6th Grade: Amanda Parker

7th Grade: Lisa Moraga

8th Grade: Jessie Wadkins

Home Study: Loren Johnson

2023/2024 Orchard Class Teachers

OBK: Dan MacKinnon

ABK: Cristina Doyon

1st Grade: Michelle McDonough

2nd Grade: Janice Oliver-Iraci

3rd Grade: Uppekha Ananda (Jennifer Evens)

4th Grade: Jordan Todd

5th Grade: Brianne Hidden

6th Grade: Tim Alves

7th Grade: Christopher Fryer

8th Grade: Chelsea Nealy

