



9601 Lake Natoma Drive
Orangevale, CA 95662
(916) 597-1478

May 25, 2022
Regular Meeting of the Board of Trustees

Regular Meeting Agenda

Board Meeting Access Information

Date: Wednesday, May 25, 2022
Time: 4:30 p.m.
Primary Location: **Golden Valley River School, MP Room, 9601 Lake Natoma Dr., Orangevale, CA 95662**

Remote Location: Golden Valley Orchard, Room 9, 6550 Filbert Ave, Orangevale, CA 95662

Zoom Link:

<https://us02web.zoom.us/j/87609982836?pwd=L0tScHhrQnNPUIRqdVNjVDVYRUZOUT09>

Meeting ID: 876 0998 2836

Passcode: 203641

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

Members of the public who wish to comment during the Board meeting may do so in person at the primary meeting location, a remote meeting location, or use the “raise hand” tool on the Zoom platform. Members of the public may also email their comments to the Board at bot@qvcharter.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@qvcharter.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.

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1. **Call to Order** – 4:30p.m. *(H. Fraser-Hurttt)*
2. **Roll Call** – 4:30 p.m.
Board Members: Heather Fraser Hurtt, Chair, Jennifer Huetter, Katie Gerski-Keller, Ekaterina Khmelniker, Stephen Quadro.
3. **Flag Salute/Quote/Moment of Silence** – 4:33 p.m. *(C. Buckley)*
4. **Public Comment** – 4:35 p.m.
This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes. The board will receive in-person comments first, remote location comments second, and Zoom comments third.
5. **GVOS Local Control Accountability Plan PUBLIC HEARING** – 4:50 p.m. *(H. Fraser-Hurttt)*
Discussion: The board chair will open a public hearing to receive public comments on Golden Valley Orchard School’s (GVOS) Local Control Accountability Plan (LCAP).
6. **GVRs Local Control Accountability Plan PUBLIC HEARING** – 5:20 p.m. *(H. Fraser-Hurttt)*
Discussion: The board chair will open a public hearing to receive public comments on Golden Valley River School’s (GVRs) Local Control Accountability Plan (LCAP).
7. **2022-2023 Budget, GVOS** – 5:50 p.m. *(S. Lefkowitz)*
Discussion: Susan Lefkowitz will present the draft 2022-2023 budget for Golden Valley Orchard School.
8. **2022-2023 Budget, GVRs** – 6:05 p.m. *(S. Lefkowitz)*
Discussion: Susan Lefkowitz will present the draft 2022-2023 budget for Golden Valley Orchard School.
9. **Universal Pre-Kindergarten Plan** – 6:20 p.m. *(J. Hoover)*
Discussion/Action: Jennifer Hoover will present the Universal Pre-Kindergarten Plan for Golden Valley Orchard and Golden Valley River. Shall the Board approve the Golden Valley Universal Pre-Kindergarten Plan?
10. **Strategic Plan Update** – 6:30 p.m. *(J. Huetter)*
Discussion: The Vice Chair, Jennifer Huetter, will provide an update to the Strategic Plan process.

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11. **Volunteer Policy** – 6:35 p.m. *(H. Fraser-Hurttt)*
Discussion: The board will discuss a revised copy of the Memorandum of Understanding with Golden Valley Educational Foundation.

12. **GVCS Board Planning** – 6:45 p.m. *(H. Fraser-Hurttt)*
Discussion: The board chair will discuss future agenda items and the 2022/2023 Board of Trustees Meeting calendar.

13. **Recitation of the Motto of the Social Ethic** – 6:50 p.m.
The healing social life is found
When in the mirror of each human soul
The whole community finds its reflection,
And when, in the community,
The virtue of each one is living.

14. **Adjournment of the meeting** – 6:51 p.m. *(H. Fraser-Hurttt)*

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 2022-23

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 265 students in grades K through 8. Our student population is 1.10% English Learner (EL), 22.4% of students are classified as socioeconomically disadvantaged, and 9% are students with disabilities. Our student population is made up of .4% African American, 0.4% American Indian or Alaska Native, 1.4% Asian, 13.7% Hispanic, 75.5% white, and 8.3% 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. The education brings forth creative imagination, critical thinking, self-confidence, and 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 standards.

Reflections: Successes

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

While Dashboard suspension data was not reported for 2021, internal data showed that GVOS has kept suspension numbers low and had zero expulsions for the 2021-22 school year. The school prioritized professional development opportunities in social-emotional learning, trauma-informed instruction, and diversity, equity, and inclusion during the 21-22 school year.

Internal benchmark Fastbridge assessments showed the following successes:

Fastbridge: aReading

Grades 3-8 all increased the percentage of students that scored at or above grade level. In Spring 2021, grades 3 and 5 both have over 50% of the students that were below grade level. In 2022, grades 3 and 5 decreased the number of student below grade level by nearly 20%.

Fastbridge: AUTOreading

Unduplicated pupils scored 12% higher than all students combined. Eighth grade scored 30% higher than all student combined.

Fastbridge: aMath

Grades 5 reduced the number of students below grade level from 85% of students in 2021 to 50% in 2022.

Grade 4, 5, 7, and 8 all scored above all students combined (47% at grade level).

Fastbridge: CBM Math Automaticity GOM3

Grade 7 and 8 scored about 16% higher than all students (40% at grade level)

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.

Due to state and local health COVID-19 guidelines there were many absences related to quarantine. Students were offered independent study during these absences. The school is confident that as we shift back to a more traditional school year the attendance rates will return back to their normal numbers.

Internal benchmark Fastbridge assessments showed the following areas of need: unduplicated pupils in grades 3-8 scored lowest on math assessments. Grades 3-5 also showed an area of need in mathematics.

As reported by staff and families, the students will need continued support with their behavioral and social emotional learning needs.

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 math assessment scores 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.

None

Support for Identified Schools

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

None

Monitoring and Evaluating Effectiveness

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

None

Engaging Educational Partners

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

Survey of students sent out on April 26, 2022

Survey parents sent out on April 26, 2022

Survey employees sent out on April 26, 2022

Draft LCAP and Feedback Form to staff and families on May 13, 2022

LCAP Hearing May 25, 2022

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
Math curriculum and interventions

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

Goal 1 –Learning Environment:

- create an action to increase the number of Waldorf-trained teachers by offering training opportunities
- added clarity around the evaluation process to clarify that both CA teaching standards and Waldorf pedagogy are incorporated into the evaluation.

Goal 2–High-quality academics:

- clarification of what broad course of study means
- specific PD topics to included best practices for teaching language arts and math, social emotional learning, and behavior interventions and supports

Goal 3– Parent and Community Involvement and Engagement:

- continue to facilitate parent enrichment opportunities.
- potential topics for parent enrichment offerings.

Goal 4 – Pupil Engagement and School Climate:

- Implement the social-emotional screenings and interventions
- Implement an intervention program with the Mindfulness Room
- during school and after school interventions/groups

Goal 5 – The school will have positive growth in math assessment scores for unduplicated pupils.

- classroom curriculum
- more practice periods
- intervention materials and groups

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
Teachers will be evaluated using the approved Golden Valley evaluation process and forms.	100% of teachers are evaluated. Due to the pandemic and distance learning, no teachers were formally observed in person during the 2020-21 school year.	100% of teachers were evaluated. All evaluated teachers achieved at least 75% of their evaluation in the "Meeting Expectation" range.	[Intentionally Blank]	[Intentionally Blank]	100% of teachers will be formally evaluated in person and will achieve 75% of their evaluation in the "Meeting Expectation" range.

Attendance rate of teachers attending professional development opportunities.	Due to the pandemic, professional development was offered online through a video conference platform or online self-study during the 2020-21 school year.	Over 95% of teachers attended professional development opportunities offered in 2021-22.	[Intentionally Blank]	[Intentionally Blank]	95% of full-time teachers will attend annual professional development opportunities in person.
Monitoring teachers' credential status.	91% of teachers currently hold a preliminary or clear California teaching credential.	80% of the teachers hold a preliminary or clear credential, while 20% hold an internship credential.	[Intentionally Blank]	[Intentionally Blank]	100% of teachers will hold a California preliminary or clear teaching credential.

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Induction Program	School will place teachers with a preliminary credential into an Induction program.	\$12,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #2	School Site	GVOS will lease a school site.	\$245,350.00	No
Action #3	Teaching Staff	GVOS will employ high-quality teaching staff for all classes.	\$592,350.00	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.	\$18,059.00	No

Goal Analysis 2021-22

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.

Due to the teacher shortage that is occurring nationwide, the school had to employ some teachers with internship credentials. The school was able to increase the teacher salary schedule to become more competitive with the local school districts. With the state providing funding for teacher professional development and training, priority was given to providing teachers with the necessary induction program and the

Waldorf Teaching Certificate program. This school year the school was able to provide implicit bias training, DEI PD, and SEL training to all staff. All teachers were provided with mentors as needed. The mentors were contractors or in-house staff, depending on the grade level span and needs of the individual teacher. The school continues to work with its authorizing district to provide adequate facilities to house the school and instructional program.

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 utilized Educator Effectiveness Grant money to cover the cost for the induction action, so LCFF funds were not used. The action was determined not to be a contributing to improved or increased services.

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

With the exception of the unprecedented teacher shortage that inhibited the school's ability to recruit credentialed teachers, the school was highly effective in meeting the specific actions outlined in the goal.

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

The metric for teacher evaluation (Outcome #1) will be modified to be more clear. Actions under Goal 1, will be added to include Waldorf Teaching Certificate Program and summer training opportunities.

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 Math	The 2020-21 CAASPP was not administered, local assessments were used in lieu of the CAASPP per flexibilities granted by the SBE.	___% of the students in grade 3-8 that were assessed scored in either the "Exceeding Expectations" or "Meeting Expectations" categories in mathematics. This is the baseline for the next two school years.	[Intentionally Blank]	[Intentionally Blank]	Increase or maintain percentage of students who have met or exceeded standard on the Math CAASPP from the prior year.

Smarter Balanced ELA	The 2019-20 CAASPP was not administered, local assessments were used in lieu of the CAASPP.	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.	[Intentionally Blank]	[Intentionally Blank]	Increase or maintain percentage of students who have met or exceeded standard on the ELA CAASPP from the prior year.
Broad Course of Study (local indicator) for all students including pupils with exceptional needs.	In 2020-21, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2021-22, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	[Intentionally Blank]	[Intentionally Blank]	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>Fastbridge ELA</p>	<p>2021 data will become the baseline.</p>	<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>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Maintain or improve performance as measured by Fastbridge Reading.</p>
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Fastbridge Math	2021 data will become the baseline.	For 2021-22, 47% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge aMath assessment. 40% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge CBM Math Automaticity assessment. This data is the baseline for the next two school years.	[Intentionally Blank]	[Intentionally Blank]	Maintain or improve performance as measured by Fastbridge Math.
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Actions

Action #	Title	Description	Total Funds Contributing
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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.	\$127,403.00	Yes
Action #2	Intervention Curriculum	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. An intervention curriculum is needed to support the academic progress of unduplicated students. The LEA will continue to provide an intervention curriculum for unduplicated students.	\$2,000.00	Yes
Action #3	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 #4	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 #	Title	Description	Total Funds Contributing	
Action #5	Fastbridge	The school will administer local benchmark assessments by utilizing the Fastbridge assessment platform.	\$4,610.28	No
Action #6	Supplemental Instructional Materials and Supplies	Supplemental Instructional supplies will ensure that students are given the opportunity to complete all courses and to provide academic support.	\$20,000.00	No
Action #7	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.	\$20,000.00	No
Action #8	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.	\$131,830.00	No

Action #	Title	Description	Total Funds Contributing	
Action #9	Illuminate DnA	The school will continue to use the Illuminate DnA platform to administer assessments such as Fastbridge.	\$4,610.28	No

Goal Analysis 2021-22

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.

Due to the nationwide teacher shortage, the school was not able to fill all specialty teaching positions for this school year, this reduced the amount spent towards Action #6. One-time funds (ELO Grant, Educator Effectiveness Grant, etc.) were used to purchase intervention materials to support unduplicated pupils as well as to provided professional development opportunities for staff. Due to ongoing difficulties stemming from the COVID-19 pandemic, there were not professional development offering on enhancing the academic progress of our unduplicated pupils. It is the hope of the school that moving out of this difficult school year and towards a more normal one, that these types of professional development offerings will be able to occur.

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.

A portion of the professional development expenses, and all of the intervention materials expenses were funded with ELO Grant funds.

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

The teacher shortage impeded hiring all the staff required to implement the full specialty program. Due to the increased workload this year and the students' social emotional needs coming out of the pandemic, the school made the decision to concentrate on offering professional development on social emotional learning and postpone professional development on increasing the academic success of our unduplicated pupils.

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 separate goal (Goal 5) will be created to address the academic needs of our unduplicated pupils, based on assessment data from the 2021-22 school year. The metric/outcomes (Outcomes 1 and 2) for Smarter Balance Assessments will be clarified to reflect that data reported is from the preceding school year. The Illuminate DnA Action will be changed to Fastbridge platform as Golden Valley may decide to just use the Fastbridge platform instead of paying for the entire Illuminate DnA platform as it is not serving the needs of the school. There will be more clarity on the definition of "broad course of study" (Outcome 3). Based on feedback from educational partners, the school will provide professional development around ELA instruction--specifically writing instruction and practice, math instruction, and social emotional learning and behavior interventions. The intervention action will be removed as this is now incorporated into Goal 5.

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.	[Intentionally Blank]	[Intentionally Blank]	Full Implementation and Sustainability according to the Fall 2023 Dashboard.
Maintain strong parent communication. Parent Communication will be measured by Aeries Communication/ Parent Square at GVOS.	In 2020-21 100% of the school utilized Parent Square to communicate with families. The school also will be utilizing the Aeries platform starting in the 2021-22 school year.	In 2021-22 100% of the school utilized Parent Square to communicate with families. The school also will be utilizing the Aeries platform starting in the 2021-22 school year.	[Intentionally Blank]	[Intentionally Blank]	100% of school utilized Aeries Communication/Parent Square to communicate with Parents

<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>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>GVOS offered parent enrichment opportunities for all parents.</p>
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Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Parent Engagement, Support Services, and Supplies	GVOS will continue to facilitate parent engagement, support services, and supplies in order to engage parents.	\$2,000.00	No
Action #2	Aeries Communication/Parent Square	GVOS 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.	\$7,200.00	No

Action #	Title	Description	Total Funds Contributing	
Action #3	Parent Enrichment Opportunities	Needs assessment data for students are analyzed annually and stakeholders continue to rate increased parent enrichment opportunities as a high priority for student success that will lead to increased academic achievement students. The LEA will continue to provide for parent education and enrichment.	\$1,000.00	No
Action #4	Parent Circle	GVOS will continue our Parent Circle group to help support school events, teachers, staff, students, and programs.	\$0.00	No
Action #5	Diversity, Equity and Inclusion Committee	GVOS will continue our Diversity, Equity, and Inclusion Committee to support unity and inclusion within the school community.	\$500.00	No

Goal Analysis 2021-22

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

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

No substantial differences.

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.

None

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

All actions were implemented and are on track for meeting end goal. With the return to a more routine school year the school hopes to be able to offer more in-person parent enrichment opportunities. Overall, the actions were highly effective in making progress toward the goal.

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

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 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 an isolations due to COVID-19 seriously impacted the 2021-22 attendance rate.	[Intentionally Blank]	[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 an isolations due to COVID-19 seriously impacted the 2021-22 chronic absenteeism rate.	[Intentionally Blank]	[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.	[Intentionally Blank]	[Intentionally Blank]	1% or lower

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

Action #	Title	Description	Total Funds Contributing	
Action #1	Social-Emotional Screener and Interventions	Using the Fastbridge social-emotional screener to identify needs, students will be provided with appropriate lessons and interventions.	\$0.00	Yes
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.	\$0.00	No
Action #3	Student Survey	Students in grades 5 and higher will take the annual student feedback survey.	\$100.00	No

Action #	Title	Description	Total Funds Contributing	
Action #4	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.	\$50,000.00	No
Action #5	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 staff 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 students through stressful situations in developmentally appropriate ways, being a calming and regulated presence, teaching mindfulness, social emotional learning, and conflict resolution.	\$27,000.00	No

Goal Analysis 2021-22

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.

Due to reasons stemming the COVID-19 pandemic, the school was not able to implement the social emotional screener and interventions as was initially planned. The student survey was administered to all students in 6th-8th grade.

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.

It was determined that the student survey action was not contributing to increased/improved services.

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

The student survey action was highly effective in making progress towards the school climate goal. The school was not effective with administering the social emotional screener and providing SEL interventions in the classroom setting. It is a priority that the school administer the screener in Fall 2022 and provide interventions early in the school year.

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

It should be noted that due to the COVID-19 pandemic attendance, chronic absenteeism, and student behavior were all impacted in 2021-22. The school is confident that with supports for social emotional learning and behavior, universal meals, and expanded learning opportunities this will have a positive effect on this goal. These actions will be added this goal for 2022-23.

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 assessment scores for unduplicated pupils.

An explanation of why the LEA has developed this goal.

Unduplicated pupils, regardless of grade level, have performed lower on math 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
GVOS will increase the number of unduplicated pupils that score in the College Pathways and Low Risk categories on Fastbridge FASTtrack math assessments by 5% each school year.	In 2021-22, 33% unduplicated pupils performed at the College Pathways or Low Risk categories on the Math Automaticity CBM Fastbridge assessment, and 46% of unduplicated pupils performed at the College Pathways or Low Risk categories on the Math aMath Fastbridge assessment.	Data will be reported in 2022-23	[Intentionally Blank]	[Intentionally Blank]	By 2023-24, 43% unduplicated pupils will perform at the College Pathways or Low Risk categories on the Math Automaticity CBM Fastbridge assessment, and 56% of unduplicated pupils will perform at the College Pathways or Low Risk categories on the Math aMath Fastbridge assessment.

GVOS will increase the number of unduplicated pupils that score in the Exceeding Standards or Meeting Standards categories on CAASPP math assessments by 3% each school year.	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.	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.	[Intentionally Blank]	[Intentionally Blank]	GVOS will increase the number of low-income students that score in the Exceeding Standards or Meeting Standards categories on CAASPP math assessments by 6% from 2021-22 to 2023-24.
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Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Targeted and Intensive Math Interventions	Unduplicated pupils in grades 3-8 will be provided with targeted and intensive math interventions utilizing evidence-based math intervention curriculum provided by trained education support staff. Evidence based intervention programs will be researched and purchased to use with the interventions provided to unduplicated pupils.	\$20,718.00	Yes
Action #2	Lower grades math curriculum	The school will research, purchase, train and implement a new math curriculum for grades 3-5.	\$1,000.00	Yes

Goal Analysis 2021-22

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.

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.

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

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

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 2022-23

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
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\$2,307,278.00	\$122,517.00	\$0.00
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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
5.31%	0%	\$0.00	5.31%

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 2022-23 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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 31.2	
Staff-to-student ratio of certificated staff providing direct services to students	1 to 17.4	

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$1,301,953.56	\$66,059.00	\$0.00	\$20,718.00	\$1,388,730.56	\$978,583.00	\$383,037.28

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Induction Program	All	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00
1	2	School Site	All	\$245,350.00	\$0.00	\$0.00	\$0.00	\$245,350.00
1	3	Teaching Staff	All	\$592,350.00	\$0.00	\$0.00	\$0.00	\$592,350.00
1	4	Waldorf Teacher Training	All	\$2,000.00	\$16,059.00	\$0.00	\$0.00	\$18,059.00
2	1	Specialty Class Staff	All	\$131,830.00	\$0.00	\$0.00	\$0.00	\$131,830.00
2	2	Professional development		\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2	3	Instructional Aides	All	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
2	4	Educational Support Staff		\$127,403.00	\$0.00	\$0.00	\$0.00	\$127,403.00
2	5	Fastbridge	All	\$4,610.28	\$0.00	\$0.00	\$0.00	\$4,610.28

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	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
2	7	Intervention Curriculum		\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
2	8	Supplemental Instructional Materials and Supplies	All	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
2	9	Illuminate DnA	All	\$4,610.28	\$0.00	\$0.00	\$0.00	\$4,610.28
3	1	Parent Circle	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	2	Parent Enrichment Opportunities	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
3	3	Aeries Communication/Parent Square	Parent	\$7,200.00	\$0.00	\$0.00	\$0.00	\$7,200.00
3	4	Parent Engagement, Support Services, and Supplies	All	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	Diversity, Equity and Inclusion Committee	All	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
4	1	Student Survey	All	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00
4	2	Social-Emotional Screener and Interventions		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	3	Universal meals	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4	Expanded learning opportunities program	All	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00
4	5	Mindfulness Room	All	\$27,000.00	\$0.00	\$0.00	\$0.00	\$27,000.00
5	1	Targeted and Intensive Math Interventions		\$0.00	\$0.00	\$0.00	\$20,718.00	\$20,718.00
5	2	Lower grades math curriculum		\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00

2022-23 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)
\$2,307,278.00	\$122,517.00	\$0.05%	0.00%	0.05%	\$1,000.00	0%	0%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$131,403.00	\$152,121.00
LEA-wide Total:	\$131,403.00	\$131,403.00
Limited Total:	\$0.00	\$20,718.00
Schoolwide Total:	\$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	2	Professional development	Yes	LEA-wide	English Learners, Low Income	All schools	\$1,000.00	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	4	Educational Support Staff	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	\$127,403.00	0%
2	7	Intervention Curriculum	Yes	LEA-wide	English Learners, Low Income	All Schools	\$2,000.00	0%
4	2	Social-Emotional Screener and Interventions	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	\$0.00	0%
5	1	Targeted and Intensive Math Interventions	Yes	Limited	English Learners, Low Income	All Schools	\$0.00	0%
5	2	Lower grades math curriculum	Yes	LEA-wide	English Learners, Low Income	All Schools	\$1,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$1,247,343.28	\$1,264,028.66

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Induction Program	No	\$12,000.00	\$10,250.00
1	2	School Site	No	\$245,350.00	\$249,362.00
1	3	Teaching Staff	No	\$592,350.00	\$592,350.00
2	1	Educational Support Staff	Yes	\$127,403.00	\$143,017.26
2	2	Intervention Curriculum	Yes	\$2,000.00	\$4,184.26
2	3	Instructional Aides	No	\$100,000.00	\$93,286.76
2	4	Professional development	Yes	\$1,000.00	\$1,125.00
2	5	Supplemental Instructional Materials and Supplies	No	\$20,000.00	\$40,864.00
2	6	Specialty Class Staff	No	\$131,830.00	\$116,802.38
2	7	Illuminate DnA	No	\$4,610.28	\$6,050.00
3	1	Parent Engagement, Support Services, and Supplies	No	\$2,000.00	\$2,000.00

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)
3	2	Aeries Communication/Parent Square	No	\$7,200.00	\$4,545.00
3	3	Parent Enrichment Opportunities	No	\$1,000.00	\$0.00
3	4	Parent Circle	No	\$0.00	\$0.00
3	5	Diversity, Equity and Inclusion Committee	No	\$500.00	\$0.00
4	1	Social-Emotional Screener and Interventions	Yes	\$0.00	\$0.00
4	2	Student Survey	No	\$100.00	\$192.00

2021-22 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	\$117,651.00	\$130,403.00	\$148,326.52	\$-17,923.52	0%	0%	0%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (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	\$143,017.26	0%	0%
2	2	Intervention Curriculum	Yes	\$2,000.00	\$4,184.26	0%	0%
2	3	Professional development	Yes	\$1,000.00	\$1,125.00	0%	0%
4	1	Social-Emotional Screener and Interventions	Yes	\$0.00	\$0.00	0%	0%

2021-22 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 the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased 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			%	%		%	%		0.00%

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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 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

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)

The LEA used the feedback from its educational partners from the LCAP process to help prioritize the focus and use of the one-time funds. The funds were used to ensure that students could be physically at school to the greatest and safest extent possible. The funds were also used to address the learning loss that occurred during remote learning and ways to accelerate learning in students.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Our LEA does not have any schools in which the enrollment of English Learners, Socio-economically Disadvantaged Students, and/or Foster Youth (“unduplicated students”) is over 55%. Our LEA did not receive any additional concentration grant add-on funding through the 2021 California Budget Act. As such, this prompt is inapplicable to our district.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA used the feedback from its educational partners from the LCAP process to help prioritize the focus and use of the one-time federal funds (such as the LLMF and ELO-G funds). The top priorities were keeping students in school and to address the learning loss that was the result of remote learning from the previous two school years.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our district received the following one-time funds through the federal government to help us respond to the COVID-19 pandemic and the effects of distance learning on our students:

1. Learning Loss Mitigation Funds
2. Expanded Learning Opportunities Grants

Our district conducted community engagement on our one-time federal funds in a variety of ways, including: 2021-22 LCAP Engagement Process and Spring 2021 Town Hall Meeting.

The LEA did not receive ESSER funds or ARP funds other than those that were part of the ELO-G funding. The LEA implemented the ELO-G plan that was approved by the local governing board in Spring 2021 and engaged the LEA educational partners in the development of the plan. The LEA is using these funds to develop social-emotional supports for students and staff, and to develop intensive academic intervention services in an after-school setting utilizing community-based organizations and partners.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The 2021-22 school year has been a year of many plans, and our district has worked diligently to ensure that all plans are aligned, and all funds can be maximized to support student outcomes. As noted throughout this document, our district has received one-time state and federal funds that are geared toward keeping our schools safely open while preventing the spread of COVID-19 and accelerating student learning recovery after a year spent in distance learning. The LEA considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. The additional funds received complement the existing LCAP in the following areas:

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 home and 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.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in

the 2021–22 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and

Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education November 2021

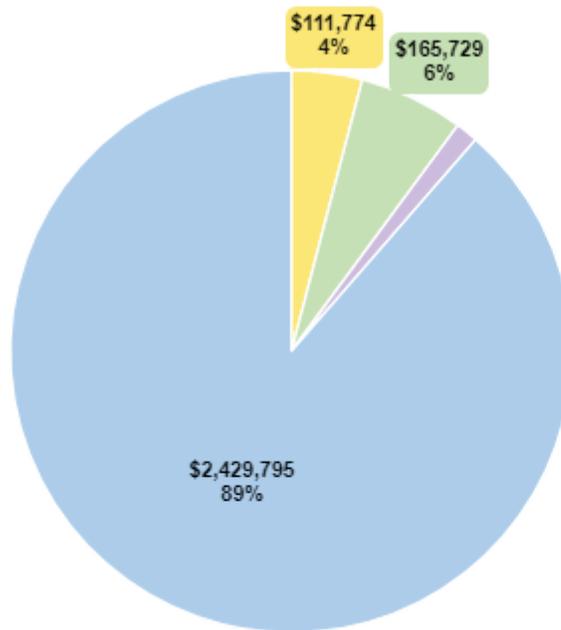
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley Orchard
 CDS Code: 34674470132399
 School Year: 2022-23
 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).

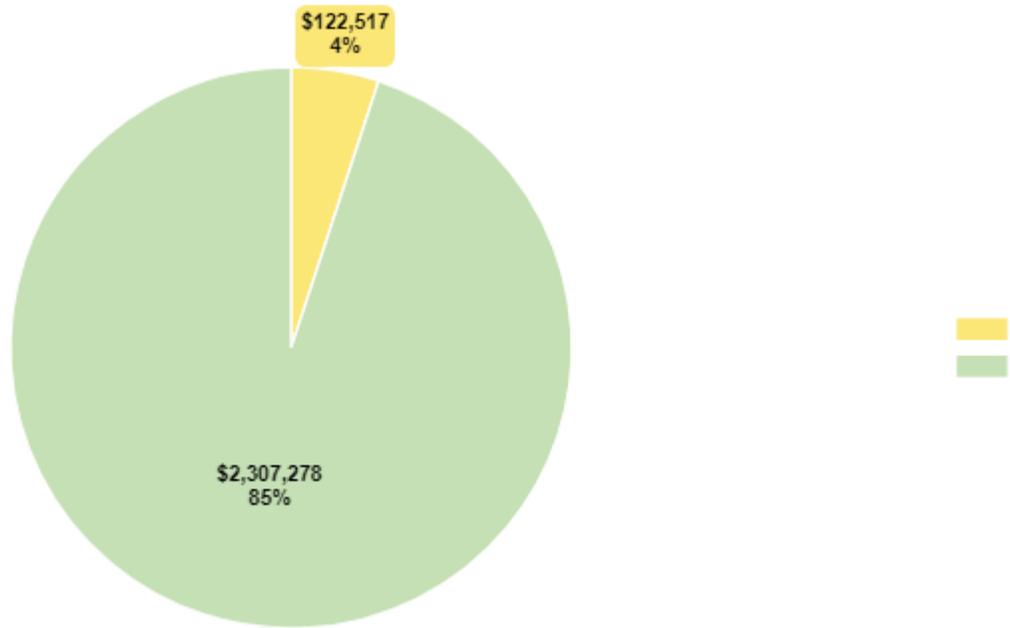
Budget Overview for the 2022-23 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$111,774	4%
All Local Funds	\$165,729	6%
All Federal Funds	\$35,456	1%
Total LCFF Funds	\$2,429,795	89%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$122,517	4%
All Other LCFF Funds	\$2,307,278	85%

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 \$2,742,754, of which \$2,429,795 is Local Control Funding Formula (LCFF), \$111,774 is other state funds, \$165,729 is local funds, and \$35,456 is federal funds. Of the \$2,429,795 in LCFF Funds, \$122,517 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Golden Valley Orchard plans to spend \$2,689,641 for the 2022-23 school year. Of that amount, \$1,388,730 is tied to actions/services in the LCAP and \$1,300,911 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

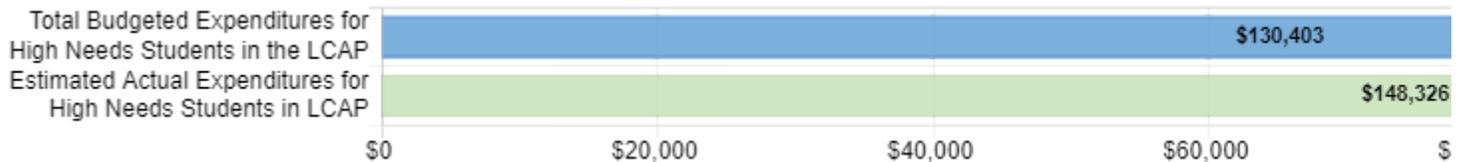
The budgeted expenditures that are not included in the LCAP will be used for the following: General operating expenses.

Increase or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Golden Valley Orchard is projecting it will receive \$122,517 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 \$152,121 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021-22

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



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

In 2021-22, Golden Valley Orchard's LCAP budgeted \$130,403 for planned actions to increase or improve services for high needs students. Golden Valley Orchard actually spent \$148,326 for actions to increase or improve services for high needs students in 2021-22.

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 2022-23

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 is an independent charter school. We serve approximately 295 students K through 8th grade. Our student population is 1% English Learner (EL), 30.4% are classified low-income, and 8% are students with disabilities. Our student population demographic is made up of 18% Hispanic, 1.3% Asian, 0.3% Native Hawaiian / Pacific Islander, 74.9% White, and 4.5 % 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. The education brings forth creative imagination, critical thinking, self-confidence, and 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 and other best practices tailored to the learning needs of the children in his/her class and aligned with common core standards.

Reflections: Successes

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

While Dashboard suspension data was not reported for 2021, internal data showed that GVRS has kept suspension numbers low and had zero expulsions for the 2021-22 school year. The school prioritized professional development opportunities in social-emotional learning, trauma-informed instruction, and diversity, equity, and inclusion during the 21-22 school year.

Internal benchmark Fastbridge assessments showed the following successes:

Fastbridge: aReading

All unduplicated pupils, Hispanic, Asian, African American, and students that are two or more races had at least 50% of the students at or above grade level.

Fastbridge: AUTOreading

Grades 5-7 all performed about 7% higher than all students combined. 100% of students that identify as African American, Native Hawaiian or Pacific Islander, and students of two or more races were at or above grade level.

Fastbridge: CBM Math Automaticity GOM3

When compared to all student, grade 7 student had 15% more students at or above grade level, and grade 8 students had 15% more students at or above grade level.

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.

Due to state and local health COVID-19 guidelines there were many absences related to quarantine. Students were offered independent study during these absences. The school is confident that as we shift back to a more traditional school year the attendance rates will return to their normal numbers.

Internal benchmark Fastbridge assessments showed the following areas of need: unduplicated pupils in grades 3-8 scored lowest on math assessments. Grades 3-5 also showed an area of need in mathematics.

As reported by staff and families, the students will need continued support with their behavioral and social emotional learning needs.

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 math assessment scores 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.

None

Support for Identified Schools

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

None

Monitoring and Evaluating Effectiveness

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

None

Engaging Educational Partners

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

Survey of students sent out on April 26, 2022

Survey parents sent out on April 26, 2022

Survey employees sent out on April 26, 2022

Draft LCAP and Feedback Form to staff and families on May 13, 2022

LCAP Hearing May 25, 2022

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

Math curriculum and interventions

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

Goal 1 –Learning Environment:

- create an action to increase the number of Waldorf-trained teachers by offering training opportunities
- added clarity around the evaluation process to clarify that both CA teaching standards and Waldorf pedagogy are incorporated into the evaluation.

Goal 2–High-quality academics:

- clarification of what broad course of study means
- specific PD topics to included best practices for teaching language arts and math, social emotional learning, and behavior interventions and supports

Goal 3– Parent and Community Involvement and Engagement:

- continue to facilitate parent enrichment opportunities.
- potential topics for parent enrichment offerings.

Goal 4 – Pupil Engagement and School Climate:

- Implement the social-emotional screenings and interventions
- Implement an intervention program with the Renewal Room
- during school and after school interventions/groups

Goal 5 – The school will have positive growth in math assessment scores for unduplicated pupils.

- classroom curriculum
- more practice periods
- intervention materials and groups

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
Teachers will be evaluated using the approved Golden Valley evaluation process and forms. The school will use an evaluation form aligned with CA Standards for Teaching Profession to complete an annual evaluation for every teacher.	100% of teachers are evaluated. Due to the pandemic and distance learning, no teachers were formally observed in person during the 2020-21 school year.	In 2021-22, 100% of teachers were evaluated.	[Intentionally Blank]	[Intentionally Blank]	100% of teachers evaluated

Attendance rate of teachers attending professional development opportunities.	Due to the pandemic, professional development was offered online through a video conference platform or online self-study during the 2020-21 school year.	Over 95% of teachers attended professional development opportunities offered in 2021-22.	[Intentionally Blank]	[Intentionally Blank]	Teacher attendance rates for annual professional development opportunities will be at least 95%
Monitoring teachers' credential status..	In 2020-21, 95% teaching staff fully credentialed	In 2021-22, 100% of certificated positions are held by staff that hold a preliminary or clear teaching credential.	[Intentionally Blank]	[Intentionally Blank]	100% teaching staff fully credentialed

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 #	Title	Description	Total Funds Contributing	
Action #2	Waldorf certification	Teachers without a Waldorf Education background will participate in a Waldorf certificate program.	\$16,729.00	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
Action #5	Evaluation	The school will use an evaluation form aligned with CA Standards for Teaching Profession to complete an annual evaluation for every teacher.	\$6,000.00	No

Goal Analysis 2021-22

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.

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.

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

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

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
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Goal 2	The school will provide a comprehensive and high-quality public Waldorf-inspired educational program to increase achievement in the classroom through the use of multiple measures including local and state assessments and accountability targets.
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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 a broad goal 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 Math (CAASPP)	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.	[Intentionally Blank]	[Intentionally Blank]	Increase or maintain percentage of students who have met or exceeded standard on the Math CAASPP from the prior year.

Smarter Balanced ELA (CAASPP)	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.	[Intentionally Blank]	[Intentionally Blank]	Increase or maintain percentage of students who have met or exceeded standard on the ELA CAASPP from the prior year.
Broad Course of Study for all students including pupils with exceptional needs (local indicator). All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and account for the needs of individual students, including unduplicated students (i.e. English learners, low-income students, and foster youth) and students with disabilities.	In 2020-21, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2021-22, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	[Intentionally Blank]	[Intentionally Blank]	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.

Fastbridge ELA	2021 data will become the baseline.	For 2021-22, 63% of the students in grade 3-8 that were assessed scored at or above grade 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.	[Intentionally Blank]	[Intentionally Blank]	Maintain or improve performance as measured by Fastbridge Reading assessments.
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Fastbridge Math	2021 data will become the baseline.	For 2021-22, 46% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge aMath assessment. 40% of the students in grade 3-8 that were assessed scored at or above grade level in mathematics on the Fastbridge CBM Math Automaticity assessment. This data is the baseline for the next two school years.	[Intentionally Blank]	[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 #	Title	Description	Total Funds Contributing	
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.	\$139,525.00	Yes
Action #4	Fastbridge	The school will continue to administer local assessments using Fastbridge assessments and platform.	\$2,100.00	No

Goal Analysis 2021-22

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.

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.

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

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

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 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.	[Intentionally Blank]	[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 Fall 2020 Dashboard	Full Implementation according to the local indicator self-reflection tool Fall 2021 Dashboard.	[Intentionally Blank]	[Intentionally Blank]	Full Implementation and Sustainability according to the Fall 2023 Dashboard.

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Parent Involvement	The school will re-establish the Parent Circle to help support school events, teachers, staff, students, and programs.	\$0.00	No

Action #	Title	Description	Total Funds Contributing	
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.	\$5,475.00	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
Action #4	Enrollment	The school will provide ongoing parent information meetings to recruit new students.	\$0.00	No

Goal Analysis 2021-22

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.

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.

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

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

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).	[Intentionally Blank]	[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 an isolations due to COVID-19 seriously impacted the 2021-22 chronic absenteeism rate.	[Intentionally Blank]	[Intentionally Blank]	1.94% or lower
Maintain 1% or lower suspension rate	Maintain 1% or lower suspension rate	The school had a suspension rate of 1.01% in 2021-22.	[Intentionally Blank]	[Intentionally Blank]	1% or lower.
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.	[Intentionally Blank]	[Intentionally Blank]	Students in grades 5-8 will participate in the annual survey.

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Social-Emotional Screener and Interventions	Using the Fastbridge social-emotional screener to identify needs, students will be provided with appropriate lessons and interventions.	\$0.00	Yes
Action #2	Student Survey	Students in grades 5 and higher will take the annual student feedback survey.	\$192.00	Yes
Action #3	Universal Meals	Two meals will be offered each instructional day, free of charge (breakfast and lunch, to any student requesting a meal.	\$0.00	No
Action #4	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.	\$50,000.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #5	Renewal Room	The Renewal 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 appropriate ways, being a calming and regulated presence, teaching mindfulness, social emotional learning, and conflict resolution.	\$27,000.00	No

Goal Analysis 2021-22

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.

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.

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

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

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 assessment scores for unduplicated pupils.

An explanation of why the LEA has developed this goal.

Unduplicated pupils, regardless of grade level, have performed lower on math 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
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<p>The school will increase the number of unduplicated pupils that score in the College Pathways and Low Risk categories on Fastbridge FASTtrack math assessments by 5% each school year.</p>	<p>In 2021-22, 25% unduplicated pupils performed at the College Pathways or Low Risk categories on the Math Automaticity CBM Fastbridge assessment, and 35% of unduplicated pupils performed at the College Pathways or Low Risk categories on the Math aMath Fastbridge assessment.</p>	<p>n/a</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>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>
<p>GVRS will increase the number of unduplicated pupils that score in the Exceeding Standards or Meeting Standards categories on CAASPP math assessments by 3% each school year.</p>	<p>Fastbridge data</p>	<p>n/a</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>GVRS will increase the number of low-income students that score in the Exceeding Standards or Meeting Standards categories on CAASPP math assessments by 6% from 2021-22 to 2023-24.</p>

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Targeted and Intensive Math Interventions	Unduplicated pupils in grades 3-8 that are performing below grade level in math, based on data, will be provided with targeted and intensive math interventions utilizing evidence-based math intervention curriculum provided by trained educational support staff. Evidence-based intervention programs will be researched, purchased, trained on, and implemented with identified unduplicated pupils.	\$28,069.00	Yes
Action #2	Lower grades math curriculum	The school will research, purchase, train, and implement a new math curriculum to be used in 3rd through 5th classrooms.	\$1,000.00	Yes

Goal Analysis 2021-22

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.

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.

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

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

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 2022-23

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 2022-23 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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
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Staff-to-student ratio of classified staff providing direct services to students	1 to 31.2	n/a
Staff-to-student ratio of certificated staff providing direct services to students	1 to 18.5	n/a

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$223,492.00	\$66,729.00	\$0.00	\$28,069.00	\$318,290.00	\$202,525.00	\$115,765.00

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	\$0.00	\$16,729.00	\$0.00	\$0.00	\$16,729.00
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
1	5	Evaluation	All	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00
2	1	Fastbridge	All	\$2,100.00	\$0.00	\$0.00	\$0.00	\$2,100.00
2	2	Educational Support Services	All	\$139,525.00	\$0.00	\$0.00	\$0.00	\$139,525.00
2	3	Analysis of assessments	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	4	Professional Development	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
3	1	Enrollment	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
3	2	Parent Enrichment Opportunities	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
3	3	Aeries Communication Square	Parent	\$5,475.00	\$0.00	\$0.00	\$0.00	\$5,475.00
3	4	Parent Involvement	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	1	Student Survey		\$192.00	\$0.00	\$0.00	\$0.00	\$192.00
4	2	Social-Emotional Screener and Interventions	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	3	Universal Meals	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4	Expanded learning opportunities program		\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00
4	5	Renewal Room	All	\$27,000.00	\$0.00	\$0.00	\$0.00	\$27,000.00
5	1	Targeted and Intensive Math Interventions		\$0.00	\$0.00	\$0.00	\$28,069.00	\$28,069.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	2	Lower grades math curriculum		\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00

2022-23 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	\$0.06%	0.00%	0.06%	\$139,525.00	0%	0%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$141,717.00	\$219,786.00
LEA-wide Total:	\$141,717.00	\$191,717.00
Limited Total:	\$0.00	\$28,069.00
Schoolwide Total:	\$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 (%)
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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	2	Educational Support Services	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$139,525.00	0%
2	4	Professional Development	Yes	LEA-wide	English Learners, Low Income, Foster Youth	All Schools	\$1,000.00	0%
4	1	Student Survey	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$192.00	0%
4	2	Social-Emotional Screener and Interventions	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$0.00	0%
4	4	Expanded learning opportunities program	Yes	LEA-wide	All	All schools	\$0.00	0%
5	1	Targeted and Intensive Math Interventions	Yes	Limited	Low-Income	All schools	\$0.00	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 (%)
5	2	Lower grades math curriculum	Yes	LEA-wide	Low-Income	All Schools	\$1,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$233,915.80	\$216,570.87

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	\$2,800.00	\$3,200.00
1	2	Waldorf certification	No	\$60,515.00	\$28,515.00
1	3	Induction Program	Yes	\$4,100.00	\$12,300.00
1	4	Mentorship	No	\$7,200.00	\$840.00
1	5	Evaluation	Yes	\$6,000.00	\$6,000.00
2	1	Professional Development	Yes		\$1,125.00
2	2	Analysis of assessments	Yes	\$0.00	\$0.00
2	3	Educational Support Services	Yes	\$139,525.00	\$153,343.87
2	4	Illuminate Dna	No	\$5,175.80	\$6,050.00
3	1	Parent Involvement	No	\$0.00	\$0.00
3	2	Aeries Communication/Parent Square	No	\$7,500.00	\$5,005.00
3	3	Parent Enrichment Opportunities	No	\$1,000.00	\$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	4	Enrollment	No	\$0.00	\$0.00
4	1	Social-Emotional Screener and Interventions	Yes	\$0.00	\$0.00
4	2	Student Survey	Yes	\$100.00	\$192.00

2021-22 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	\$136,634.00	\$149,725.00	\$172,960.87	\$-23,235.87	0%	0%	0%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Induction Program	Yes	\$4,100.00	\$12,300.00	0%	0%
1	2	Evaluation	Yes	\$6,000.00	\$6,000.00	0%	0%
2	1	Professional Development	Yes		\$1,125.00	0%	0%
2	2	Analysis of assessments	Yes	\$0.00	\$0.00	0%	0%
2	3	Educational Support Services	Yes	\$139,525.00	\$153,343.87	0%	0%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
4	1	Social-Emotional Screener and Interventions	Yes	\$0.00	\$0.00	0%	0%
4	2	Student Survey	Yes	\$100.00	\$192.00	0%	0%

2021-22 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 the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals			%	%		%	%		0.00%

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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 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

River

2021-22 Goal Analysis

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

Goal 1

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

Due to the teacher shortage that is occurring nationwide, the school had to employ some teachers with internship credentials. The school was able to increase the teacher salary schedule to become more competitive with the local school districts. With the state providing funding for teacher professional development and training, priority was given to providing teachers with the necessary induction program and the Waldorf Teaching Certificate program. This school year the school was able to provide implicit bias training, DEI PD, and SEL training to all staff. All teachers were provided with mentors as needed. The mentors were contractors or in-house staff, depending on the grade level span and needs of the individual teacher. The school continues to work with its authorizing district to provide adequate facilities to house the school and instructional program.

2. 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 two additional teachers that required participation in an induction program this school year. The school utilized Educator Effectiveness Grant money to cover the cost for this action so LCFF funds were not used. The action was determined not to be a contributing to improved or increased services. The school did not have as much of need for contracted mentor services as originally planned. The Waldorf certificate action utilized Educator Effectiveness Grant funds, so LCFF funds were not needed for this action. The evaluation action was determined not to be a contributing to improved or increased services.

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

With the exception of the unprecedented teacher shortage that inhibited the school's ability to recruit credentialed teachers, the school was highly effective in meeting the specific actions outlined in the goal.

4. 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 metric for teacher evaluation (Outcome #1) will be modified to be more clear and concise.

Goal 2

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

Due to the nationwide teacher shortage, the school was not able to fill all specialty teaching positions for this school year, this reduced the amount spent towards Action #6. One-time funds (ELO Grant, Educator Effectiveness Grant, etc.) were used to purchase intervention materials to

support unduplicated pupils as well as to provided professional development opportunities for staff. Due to ongoing difficulties stemming from the COVID-19 pandemic, there were not professional development offering on enhancing the academic progress of our unduplicated pupils. It is the hope of the school that moving out of this difficult school year and towards a more normal one, that these types of professional development offerings will be able to occur.

2. 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.

None

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

The teacher shortage impeded hiring all the staff required to implement the full specialty program. Due to the increased workload this year and the students' social emotional needs coming out of the pandemic, the school made the decision to concentrate on offering professional development on social emotional learning and postpone professional development on increasing the academic success of our unduplicated pupils.

4. 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 separate goal (Goal 5) will be created to address the academic needs of our unduplicated pupils, based on assessment data from the 2021-22 school year. The metric/outcomes (Outcomes 1 and 2) for Smarter Balance Assessments will be clarified to reflect that data reported is from the preceding school year. The Illuminate DnA Action will be changed to Fastbridge platform as Golden Valley may decide to just use the Fastbridge platform instead of paying for the entire Illuminate DnA platform as it is not serving the needs of the school. There will be more clarity on the definition of "broad course of study" (Outcome 3). Based on feedback from educational partners, the school will provide professional development around ELA instruction--specifically writing instruction and practice, math instruction, and social emotional learning and behavior interventions.

Goal 3

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

No substantial differences.

2. 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.

None

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

All actions were implemented and are on track for meeting end goal. With the return to a more routine school year the school hopes to be able to offer more in-person parent enrichment opportunities. Overall, the actions were highly effective in making progress toward the goal.

- 4. 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.

Goal 4

- 1. A description of any substantive differences in planned actions and actual implementation of these actions.**
Due to reasons stemming the COVID-19 pandemic, the school was not able to implement the social emotional screener and interventions as was initially planned. The student survey was administered to all students in 6th-8th grade.
- 2. 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.**
It was determined that the student survey action was not contributing to increased/improved services.
- 3. An explanation of how effective the specific actions were in making progress toward the goal.**
The student survey action was highly effective in making progress towards the school climate goal. The school was not effective with administering the social emotional screener and providing SEL interventions in the classroom setting. It is a priority that the school administer the screener in Fall 2022 and provide interventions early in the school year.
- 4. 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.**
It should be noted that due to the COVID-19 pandemic, the school's attendance, chronic absenteeism, and student behavior were all impacted in 2021-22. The school is confident that with supports for social emotional learning and behavior, universal meals, and expanded learning opportunities this will have a positive effect on this goal. These actions will be added this goal for 2022-23.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)

The LEA used the feedback from its educational partners from the LCAP process to help prioritize the focus and use of the one-time funds. The funds were used to ensure that students could be physically at school to the greatest and safest extent possible. The funds were also used to address the learning loss that occurred during remote learning and ways to accelerate learning in students.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Our LEA does not have any schools in which the enrollment of English Learners, Socio-economically Disadvantaged Students, and/or Foster Youth (“unduplicated students”) is over 55%. Our LEA did not receive any additional concentration grant add-on funding through the 2021 California Budget Act. As such, this prompt is inapplicable to our district.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA used the feedback from its educational partners from the LCAP process to help prioritize the focus and use of the one-time federal funds (such as the LLMF and ELO-G funds). The top priorities were keeping students in school and to address the learning loss that was the result of remote learning from the previous two school years.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our district received the following one-time funds through the federal government to help us respond to the COVID-19 pandemic and the effects of distance learning on our students:

1. Learning Loss Mitigation Funds
2. Expanded Learning Opportunities Grants

Our district conducted community engagement on our one-time federal funds in a variety of ways, including: 2021-22 LCAP Engagement Process and Spring 2021 Town Hall Meeting.

The LEA did not receive ESSER funds or ARP funds other than those that were part of the ELO-G funding. The LEA implemented the ELO-G plan that was approved by the local governing board in Spring 2021 and engaged the LEA educational partners in the development of the plan. The LEA is using these funds to develop social-emotional supports for students and staff, and to develop intensive academic intervention services in an after-school setting utilizing community-based organizations and partners.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The 2021-22 school year has been a year of many plans, and our district has worked diligently to ensure that all plans are aligned, and all funds can be maximized to support student outcomes. As noted throughout this document, our district has received one-time state and federal funds that are geared toward keeping our schools safely open while preventing the spread of COVID-19 and accelerating student learning recovery after a year spend in distance learning. The LEA considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. The additional funds received complement the existing LCAP in the following areas:

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 home and 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.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the

Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation. Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans

in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education November 2021

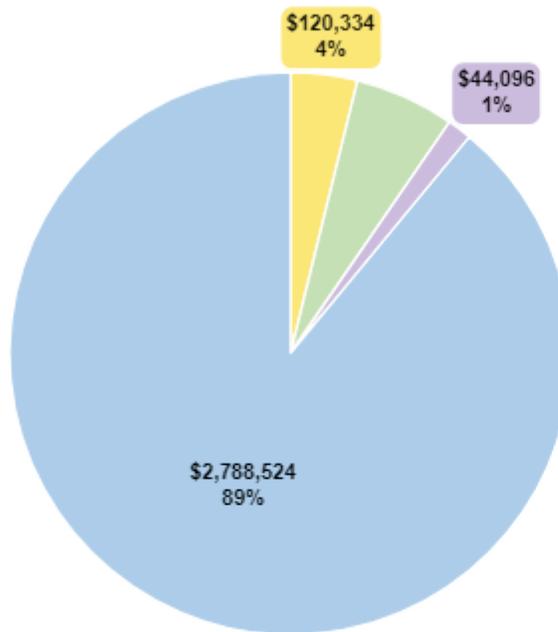
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley River
 CDS Code: 34674470114983
 School Year: 2022-23
 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).

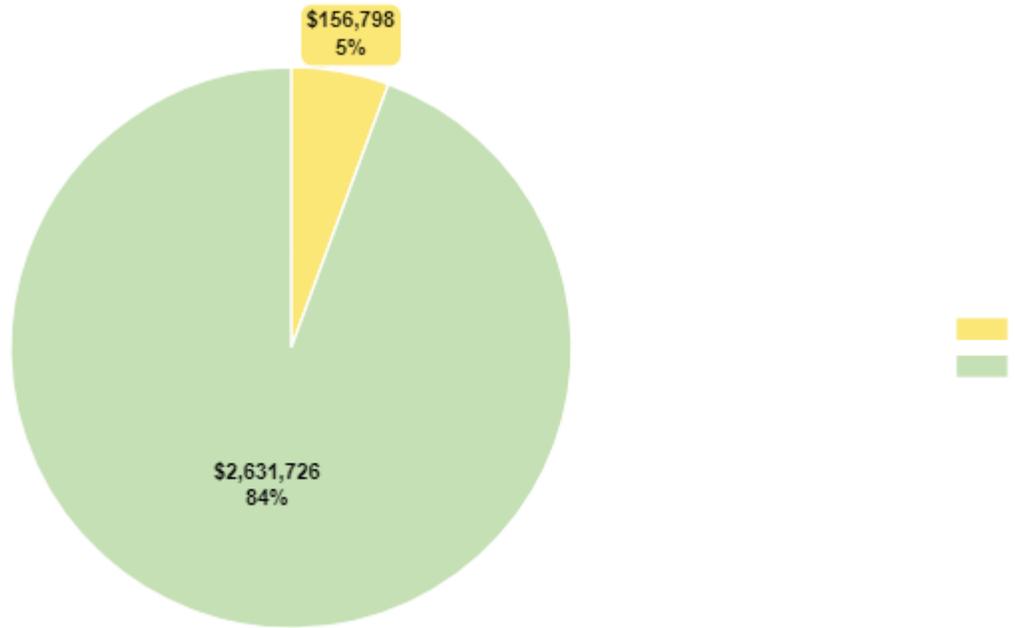
Budget Overview for the 2022-23 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$120,334	4%
All Local Funds	\$180,457	6%
All Federal Funds	\$44,096	1%
Total LCFF Funds	\$2,788,524	89%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$156,798	5%
All Other LCFF Funds	\$2,631,726	84%

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 \$3,133,411, of which \$2,788,524 is Local Control Funding Formula (LCFF), \$120,334 is other state funds, \$180,457 is local funds, and \$44,096 is federal funds. Of the \$2,788,524 in LCFF Funds, \$156,798 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Golden Valley River plans to spend \$3,236,520 for the 2022-23 school year. Of that amount, \$318,290 is tied to actions/services in the LCAP and \$2,918,230 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

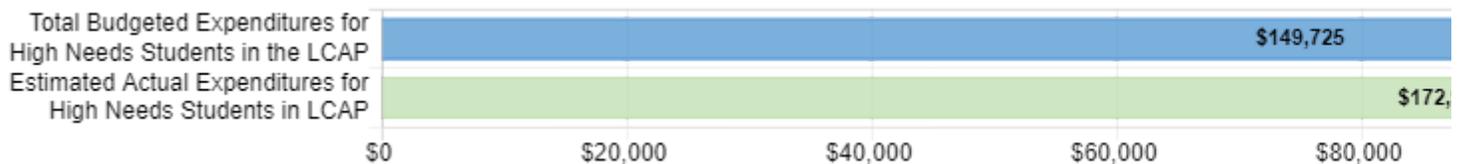
The budgeted expenditures that are not included in the LCAP will be used for the following: General operating expenses.

Increase or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Golden Valley River is projecting it will receive \$156,798 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 \$219,786 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021-22

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



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

In 2021-22, Golden Valley River's LCAP budgeted \$149,725 for planned actions to increase or improve services for high needs students. Golden Valley River actually spent \$172,960 for actions to increase or improve services for high needs students in 2021-22.

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.



GOLDEN VALLEY
CHARTER SCHOOLS

Universal Prekindergarten Plan

June 6, 2022

Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the Universal Prekindergarten (UPK) Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships.¹ It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of

¹ In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO–P). The intent of the program is that all LEAs offer all unduplicated students in classroom–based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO–P requires LEAs to offer in–person before or after–school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom–based, unduplicated pupils an ELO–P and provide access to 50 percent of TK–6 enrolled, classroom–based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO–P to all TK–6 classroom–based pupils and provide access to all TK–6 classroom–based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom–based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom–based, unduplicated pupils. LEAs receiving ELO–P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine–hour day for students TK–6 during the school year, providing pupil access, and offering 30 non–school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

The UPK Plan has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and

(2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This includes planning questions that form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community centered UPK Plan.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (*EC* 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name & Title of the Individual Self-Certifying the Statement Above	Email	Phone
Golden Valley River	Caleb Buckley, Executive Director	cbuckley@goldenvalleycharter.org	(916)597-1478
Golden Valley Orchard	Caleb Buckley, Executive Director	cbuckley@goldenvalleycharter.org	(916)597-1478

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)?

Yes

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

- Golden Valley River
- Golden Valley Orchard

Projected Enrollment and Needs Assessment

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK–eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK–eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK–eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK–eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK–eligible children turn four by September 1)
TK Students	30	30	40	40	50	50
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	0	0	3 (each LEA)	3 (each LEA)	3 (each LEA)	3 (each LEA)
CSPP Classrooms	N/A	N/A	N/A	N/A	N/A	N/A
Head Start or Other Early Learning and Care Classrooms	N/A	N/A	N/A	N/A	N/A	N/A

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	0	0	3 (each LEA)	3 (each LEA)	3 (each LEA)	3 (each LEA)
TK Teacher’s Assistants	0	0	1 (each LEA)	1 (each LEA)	1 (each LEA)	1 (each LEA)
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Other CSPP Classroom Staff (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	20	30	40	40

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	N/A	N/A	N/A	N/A	N/A	N/A
Head Start	N/A	N/A	N/A	N/A	N/A	N/A
ASES Program/ELO-P	N/A	N/A	Unlimited	Unlimited	Unlimited	Unlimited

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and childcare programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

1. What is the LEA's vision for UPK?

GVRS and GVOS will offer combination Transitional Kindergarten and Kindergarten classrooms. Each LEA offers two site-based classrooms and one hybrid home study program that meets three days per week in person. Each of the site-based will be part time and will hold classes for 3.5 hours per day.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

GVRS and GVOS will offer 175 9-hour instructional days—which includes the instructional day and the expanded learning opportunities, and 30 days of additional 9-hour expanded learning opportunities outside of the instructional calendar.

The ELO Program will operate until in the morning from 7:00 am–8:00 am and from the end of the instructional day to 6 PM each day of the approved instructional calendar. During this time lunch and snacks will be offered free of charge to any transitional kindergarten student. Staff to student ratios and cohorts of kindergarten and transitional kindergarten will be maintained during this time to ensure that all enrichment and recreational activity is developmentally appropriate for the students.

GVRS and GVOS will also offer an additional 30 days of ELO Program in addition to the 175 instructional day offerings. The LEAs will offer before school care staffed by Golden Valley employees starting at 7 AM each instructional day.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

Collaboration between the Early Childhood teachers and mentor will help to identify any issues/questions that arise around the ELO Program. The mentor will report to the site principal to report these issues/questions. The site administrator will either address these with the site leader for the ELO Program, or if a larger issue will bring it to the weekly leadership meetings for further collaboration. The central office coordinator for the ELO-P will discuss any larger issues with the site principals and/or site leaders that are offering the daily ELO Program activities.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

- Executive Director—oversight of program
- Site Principals—evaluation and management of staff
- Director of Special Education—oversight of Special Education services and site-based interventions
- Early Childhood Mentor—mentoring and collaborator with EC teachers and staff
- Assessment Coordinator—EL/multilingual programs, assessment, and resources
- Human Resources—hiring and credential oversight
- Enrollment & Marketing Coordinator—communication of and enrollment in early childhood programs to interested families
- Accountability and Compliance Manager—compliance oversight
- ELO-P Site Leaders—management of before and after-school program, manage partnerships with CBOs as needed for enrichment opportunities

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

The early childhood mentor will collaborate with teachers and when necessary, will communicate needs with site administrators. From the point, site administrators will communicate these needs with the leadership team to come to consensus and make programmatic changes and decisions.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

Needs assessments for all programs of each LEA will be considered when developing LCAP goals and actions. This will include engaging with all educational partners to seek input and feedback for the current needs and priorities.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

GVCS schools ensure that all students are provided with an inclusive educational environment. GVCS will rely on the existing system and supports that are in place for K-8 students at each campus. The Director of Special Education oversees special education services and interventions provided by the schools.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

GVCS is a highly collaborative environment. Teachers and leadership meet weekly with their teams to collaborate and problem solve. There is also a designated Early Childhood Mentor that meets with teachers, observes, collaborates, and provides resources around areas of early childhood as well as ensuring a successful transition to first grade. The site principal will be meeting at least monthly with the ELO-P site leader to discuss the needs of the students, staff, and program. The early childhood teaching staff and mentor will be available as needed to collaborate with the ELO=P staff working with students in early childhood programs. The ELO-P staff will receive training on relevant topics at inservice offerings prior to the start of the school year.

9. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning?

- TK offered at all sites
- TK offered at some sites
- TK stand-alone classes
- TK and kindergarten combination classes
- CSPP and TK combination classes (CSPP funding and ADA funding)
- Locally funded preschool and TK combination classes
- CSPP stand-alone classes
- Head Start stand-alone classes
- Other

10. Does the LEA plan to implement full-day TK, part-day TK, or both?²

- Full Day TK
- Part Day TK
- Both

11. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

GVCS has been operating a two-year kindergarten program prior to the passing of AB 130 with the new transitional kindergarten legislation and requirements. The schools will now offer one year of transitional kindergarten and one year of kindergarten in combined classrooms to preserve the two-year kindergarten rhythm. The curriculum and expectations for transitional kindergarten students are modified based on the unique needs of the young child and their development.

² The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

The early education classes are staffed by teachers with Multiple Subject credentials and additional early education experience and/or training. The organization is fully staffed and will not need to pursue expanding to include more TK and kindergarten classrooms. Each class is also staffed with a classified paraprofessional that is trained to help the teachers and work with the unique needs of young students.

12. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?

- Yes – the LEA applied to expand its existing CSPP contract in 2022–23
- Yes – the LEA applied for a new CSPP contract in 2022–23
- Yes – the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
- Yes – the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
- No – the LEA has no plans to begin or expand a CSPP contract in future years
- No – the LEA plans to relinquish or reduce CSPP services in future years

13. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract?

- Three-year-old children
- Four-year-old children who will not be enrolled in TK in the current school year
- Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
- Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).
- Not applicable

14. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

a. 2022–23 (Birthdays February 3 or after)

- Yes
- No
- Maybe

b. 2023–24 (Birthdays April 3 or after)

- Yes
- No
- Maybe

c. 2024–25 (Birthdays June 3 or after)

- Yes
- No
- Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

1. How does the LEA's UPK Plan prioritize parental needs and choices?

The organization is prioritizing parental needs and choices in the types of instructional programs it offers, meals and snacks for all students, and expanded learning opportunities both during the instructional calendar and during non-instructional days. Golden Valley offers in-person and hybrid home study TK–kindergarten programs at each site. The school will offer two meals per day to any student that requests a meal. Each site will offer expanded learning opportunities from 7 am to 6 pm to offer academic support and enrichment opportunities to all students and to help provide childcare. All of the program choices provide many types of early childhood offerings to meet the varying needs of the parent and family community.

2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?

The UPK/Early Childhood Committee actively engaged the providers of the ELO program throughout the development of this plan. The weekly schedule, staffing recommendations, training, snacks, behavioral expectations were all discussed and collaborated on between the committee and the ELO–P staff.

3. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan.

- Parent Teacher Association Meetings
- Family or parent surveys
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Special Education Local Plan Area (SELPA)
- School Site Council
- District Advisory Committee
- LCAP educational partners input sessions
- Tribal Community input session
- Co-hosting events with community-based organizations (CBOs)

- Hosting meet and greets with the early learning and care community
- LPC Meetings
- Local Quality Counts California (QCC) consortia meetings
- First 5 County Commission meetings
- Community Advisory Committee (CAC)
- Head Start Policy Council meetings
- Collaboration with parent engagement centers
- Other: Early Childhood Committee

4. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care.

- Expanded learning programs on an LEA site (ELO-P)
- Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
- CSPP (on an LEA site)
- CSPP (at a CBO site)
- LEA- or locally funded preschool
- Head Start
- LEA preschool funded with Title I of the ESSA funds
- Other CBO preschool
- State subsidized childcare (not including CSPP)
- Other

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a childcare and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a childcare and development program.

1. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P-3 continuum? Plans might include the following:

a. Who will receive this professional learning?

- By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
- By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)

b. What content will professional learning opportunities cover?

- Effective adult-child interactions
- Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically responsive practice
- Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally informed environments
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically diverse families

c. How will professional learning be delivered?

- Coaching and mentoring
- Classroom observations and demonstration lessons with colleagues
- Workshops with external professional development providers
- Internally delivered professional learning workshops and trainings
- Operating an induction program
- Partnerships with local QCC professional learning in CSPP settings

In mixed groupings (for example, TK and CSPP teachers)

2. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential?

- Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
- Apply for a California Classified School Employee Teacher Credentialing Program grant on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
- Apply for a California Teacher Residency Grant Program (on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
- Join an existing intern preparation program to recruit and prepare teachers for your LEA
- Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P-3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- Apply for workforce development funding and competitive grant opportunities from the CDE
- Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- Provide advising on credential requirements and options for how to meet these requirements

- Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members
- Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
- Other
- None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)?

- Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
- Provide information on scholarship and grant opportunities
- Apply for workforce development funding and grant opportunities
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- Provide advising on requirements and how to meet the requirements
- Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
- Develop or work with an established mentorship program to support new TK teachers
- Other
- None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC

4. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit?

- Partner with a local IHE offering eligible early childhood education or childhood development coursework
- Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
- Provide information on scholarship and grant opportunities
- Apply for workforce development funding and grant opportunities
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
- Offer unit-bearing coursework at a local district site during times that work for teachers
- Other
- None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

5. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year?

- Ages & Stages Questionnaire (ASQ)
- BRIGANCE Early Childhood Screen
- Desired Results Developmental Profile (DRDP)
- Developmental Reading Assessment (DRA)
- LEA-based, grade level benchmarks and a report card
- Teaching Strategies GOLD (TS GOLD)
- Work Sampling System (WSS)
- Other

The LEA does not plan to offer professional learning on child observational assessments

6. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals?

- Effective adult-child interactions
- Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
- Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically responsive practice
- ACEs and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally informed environments
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings
- Engaging culturally- and linguistically diverse families
- Other
- Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

1. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

All teachers and staff will be provided training in the Nurtured Heart approach and the Virtues Project to help support the classroom organization practice and behavior management strategies. Effective classroom organization and behavior management is also addressed as part of the Waldorf pedagogy.

2. Does the LEA plan to provide any of the following language model(s) for TK students?

- Dual language program with a language allotment³ of 50/50 [open response for language offered]
- Dual language program with a language allotment of 90/10 [open response for language offered]
- Dual language program with a language allotment of 80/20 [open response for language offered]
- Dual language program with a language allotment of 70/30 [open response for language offered]
- English-only instruction with home-language support
- None
- Other

³ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

3. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students?

- Dual language program with a language allotment⁴ of 50/50
- Dual language program with a language allotment of 90/10
- Dual language program with a language allotment of 80/20
- Dual language program with a language allotment of 70/30
- English-only instruction with home-language support
- None
- Not applicable

4. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas.

- Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
- Implement the CSEFEL Pyramid Model in the classroom
- Designing developmentally appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
- Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
- Use developmental observations to identify children's emerging skills and support their development through daily interactions
- Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

⁴ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
- Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming?

- Implement Universal Design for Learning
- Provide adaptations to instructional materials
- Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
- Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
- Provide additional staff to support participation in instruction
- Other: Provide any services and supports that are discussed and agreed upon in IEP and 504 plan meetings, or in collaboration meetings with Special Education staff and/or administrators.

6. What assessments does the LEA plan to use in TK or kindergarten?

- ASQ
- BRIGANCE Early Childhood Screen
- DRDP
- DRA
- LEA-based grade level benchmarks and a report card
- TS GOLD
- WS
- Other: Golden Valley Early Childhood Rubric
- The LEA does not plan to use a common TK assessment
- Unsure

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally appropriate space.

- 1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?**

With the implementation of transitional kindergarten, no early childhood programs will be displaced on campus.

- 2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year?**

Yes

No

- 3. Does the space meet the kindergarten standards described in *California Code of Regulations, Title 5, Section 14030(h)(2)*?**

Yes

No

- 4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment?**

- Yes (provided as deemed necessary by IEP/504 team meetings)
- No

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming?

- Yes (part of the San Juan Facilities Master Plan)
- No

6. In which of the following areas does the LEA intend to make updates to facilities?

- Turfed area
- Paved area
- Apparatus area
- Land required for buildings and grounds
- Total square feet required
- None of the above

7. What transportation will the LEA offer to children enrolled in TK?

- Transportation to and from the TK program
- Transportation from the TK program to an extended learning and care opportunity on another LEA site
- Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
- No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

No, extended learning will take place on site for each of the schools so there will not be a need to provide transportation.

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs?

None needed

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

None needed

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships?

None needed

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning?

None needed

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

None needed

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms?

None needed

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment

None Needed

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally informed early education experiences for UPK students?

None Needed

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations?

None Needed

Appendix – Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P-3):** P-3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally appropriate (*EC* Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on,

engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general childcare, Early Head Start and Head Start, community-based early learning and care programs, family childcare providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as childcare vouchers and the General Child Care School Age program.



VOLUNTEER POLICY

(Presented to the Board of Trustees on April 6, 2022)

Children and schools gain a great deal when each part of a community comes together to support education. This is why the Golden Valley Charter Schools (GVCS) school administration and the Board of Trustees encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with our schools. Volunteers help to enrich educational programs and to strengthen the schools' relationships in the community. The presence of volunteers in the classroom and on school grounds also enhances supervision of students and contributes to school safety.

Definitions

For the purpose of clarification, the definitions of a Volunteer and a Visitor are listed below:

Volunteer – An individual who is voluntarily assisting with activities at GVCS on a regular basis and is in proximity or direct contact with students. This includes but is not limited to those who are regularly in the classroom, chaperoning nature walks or outdoor activities, teaching and non-teaching aides in the classroom, volunteer instructional aides in the classroom, those who lead after-school activities, clubs, or programs, and field trip or athletic trip chaperones and drivers. Volunteers may work with small groups under the direction of the teacher. During school hours, volunteers must register at the office. Volunteers are required to submit to a Background Check via Live Scan Process, and a Tuberculosis (TB) Clearance. Volunteers are required to comply with the Volunteer Policy.

Visitor – An individual who visits the school, occasionally. They may be observing or participating in school activities. A visitor to the campus may include those who are under the direct supervision of school staff such as a classroom presenter or a parent attending an information or enrollment meeting. Visitors also include those attending a school event where parents are required to supervise their own children, including but not limited to festivals, celebrations, parent-teacher nights, open houses, music, theater, or sporting events. During school hours, visitors must register at the office. Visitors are never left alone with students. Visitors do not require a Background Check and Live Scan Process or a TB Clearance. The site Principal and/or Executive Director will have final authority regarding requirements for visitors. Visitors are required to comply with the Visitors Policy.

Volunteer Supervision, Behavior, and Responsibilities

All volunteers shall read and sign the Volunteer and/or Chaperone Agreement before being cleared as a volunteer. Volunteers are also expected to follow the Adult Code of Conduct Policy at all times.

Volunteers shall register their presence and report their volunteer responsibilities to the office when they enter campus for the purpose of volunteering. They shall wear volunteer identification whenever required by the school. The teacher, staff, and administration retain primary responsibility for the instruction and supervision of students, and volunteers should defer to these professionals at all times.

Training shall be provided by Golden Valley staff to volunteers when needed.



Any volunteer may be asked to cease volunteering at any time. Volunteers work under the direct supervision of the professional staff or their designees. GVCS is responsible for the education, safety, and well being of each student, as well as providing a hostile free workplace. For this reason, a teacher, staff member, or volunteer coordinator may request the reassignment or removal of a volunteer whose actions are not in the best interest of the school or its students. The Principal and/or Executive Director and/or Board of Trustees shall make a final determination regarding whether a volunteer shall be reassigned or if a volunteer is no longer needed, eligible or welcome to volunteer at the school or at school sponsored events.

Serving on the Board of Trustees or on any Board or Administrative designated committee as a volunteer, is also a privilege. Members of the BOT are considered volunteers for the purposes of complying with the requirements outlined in this policy. Any person who has at any time been served a reprimand letter from the school pursuant to California Penal Code Section 626.7 or California Education Codes 32210, 32211, 44810 and 44811 may be barred from serving on the Board of Trustees or on any school committee.

Confidentiality and Student Records

All volunteers shall follow State and Federal Laws regarding confidentiality and personally identifiable information (PPI) of students included in The Family Education Rights and Privacy Act (FERPA), The Individuals with Disabilities Education Act (IDEA), and relevant California Education Code. The problems, abilities, relationships, and confidences of students, parents, and staff should never be discussed with any volunteer unless he or she has a professional need to know. Volunteers will not have access to student records.

Tuberculosis (TB) Clearance

Per California Health and Safety Codes 1597.005; 121525; 121545; 121555 and California Ed Code 49406; 87408.6, school volunteers must be screened through a risk assessment and/or tested and cleared for tuberculosis by a health care provider. This clearance must be obtained every four years. Transfer of certification done within the past four years with another school district is acceptable. Volunteers must provide evidence that negative TB results are current (within four years). An X-ray of the lungs shall be required if the intradermal test is positive. . If the X-ray indicates positive results, the volunteer will not be permitted to participate in any activities involving school children during school hours or for school-sponsored events after school hours. The cost of obtaining such certification is the responsibility of the volunteer. If a potential volunteer has questions or concerns about this process, they should contact their School Principal.

Background Check via Live Scan Process

Per California State Law, school volunteers who have direct contact with students are required to submit to a criminal background check. This background check is done via fingerprinting and submitted to the FBI and California Department of Justice (DOJ) through the Live Scan process. As part of this process, valid identification and secondary verification is required. Volunteers are screened for convictions involving crimes against children and/or the community, such as assaults, sexual abuse, physical abuse, reckless driving or DUI's (the later two, which would disqualify a volunteer from driving students on field or athletic trips. See



below). This information is reported to the authorized custodian of records for the site, as either verifying “no criminal record” or “contains a record of convictions.” The volunteer is then either cleared to volunteer or not cleared to volunteer. This information is kept confidential. It may not be shared with any other entity. The DOJ prohibits sharing background information and individuals records with other organizations. The Live Scan process for volunteers only needs to be completed once. The clearance is active and updated for the duration of the volunteer’s time at Golden Valley Schools. The cost of the background check and Live Scan Process is the responsibility of the volunteer. If a potential volunteer has questions or concerns about this process, they should contact their school principal.

Volunteer Chaperone Drivers for Field or Athletic Trips

In order to protect students, in addition to the other volunteer requirements, volunteers who drive students on field or athletic trips are subject to further requirements. They must read and comply with the Field Trip Policy, submit a DMV Driving Record print out in the manner prescribed by the school office, submit proof of current California State Driver’s License, current vehicle registration, and current auto insurance, as required by Golden Valley Charter Schools. This must be done in the time and manner prescribed by the school office in order to be cleared to be a chaperone driver for each specific field or athletic trip.

We appreciate our volunteers for their cooperation and support, to ensure a quality education and safety for our schools, students, and community.



2022/2023 Board & Finance

BOT and Finance Schedule DRAFT

2022 JULY (0)							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	16	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				
OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			
JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6					1	2	3
4	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				

Board and Committee Members

Heather Fraser Hurtt, Chair
 Jennifer Huetter, Vice-Chair, Finance Committee Member
 Katie Gerski-Keller
 Ekaterina Khmelniker
 Stephen Quadro, Finance Committee Member

Zachary Phillips, Orchard Faculty Delegate
 Jenni Walthard, River Faculty Delegate

Due Dates & Days of Note

August 2, 4 - Registration
 August 11 – First Day of School
 August 17 – Annual Meeting of the BOT
 August 27 – Board Retreat
 September 15 – Unaudited Actuals Due
 December 15 – 1st Interim Due
 December 31, 2022 – Ethics Training Due
 December 31 – Fiscal Audit Due
 March 15 – 2nd Interim
 April 1 – Form 700 Due
 May 26 – Last Day of School
 July 5 – Preliminary Budgets Due