



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

June 8, 2022  
Regular Meeting of the Board of Trustees

### Regular Meeting Agenda

#### **Board Meeting Access Information**

**Date:** Wednesday, June 8, 2022  
**Time:** 4:30 p.m.  
**Primary Location:** **Golden Valley River School, MP, 9601 Lake Natoma Dr., Orangevale, CA 95662**

**Remote Location:** Golden Valley Orchard, Room 2, 6550 Filbert Ave, Orangevale, CA 95662

**Zoom Link:** **Topic: BOT 2022.06.08**  
**Time: Jun 8, 2022 04:30 PM Pacific Time (US and Canada)**

#### *Join Zoom Meeting*

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*Passcode: 517130*

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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@gvcharter.org](mailto:bot@gvcharter.org); emailed comments will be summarized by the board chair. Individual comments are limited to three (3) minutes. The Board will limit the total time for public comment to fifteen minutes. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.*

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

June 8, 2022  
Regular Meeting of the Board of Trustees

Regular Meeting Agenda

1. **Call to Order** – 4:30p.m. *(H. Fraser-Hurttt)*
  
2. **Roll Call** – 4:30 p.m.  
**Board Members:** Heather Fraser Hurtt, Chair, Jennifer Huetter, Katie Gerski-Keller, Ekaterina Khmelniker, Tim Madams, 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. **Consent Agenda**– 4:50 p.m. *(H. Fraser-Hurttt)*  
All items listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless a member of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Executive Director recommends approval of all Consent Agenda items.  
Action: Shall the Board approve the following items by consent?
  - 5.1 *Shall the board approve the May 11, 2022, Regular Meeting Minutes?*
  - 5.2 *Shall the board approve the May 25, 2022, Regular Meeting Minutes?*
  - 5.3 *Shall the board approve the Local Control Accountability Plan for GVOS?*
  - 5.4 *Shall the board approve the Local Control Accountability Plan for GVRs?*
  - 5.5 *Shall the board approve the Expanded Learning Opportunity Plan for GVOS?*
  - 5.6 *Shall the board approve the Expanded Learning Opportunity Plan for GVRs?*
  - 5.7 *Shall the board approve the 2022/2023 instructional minutes for GVOS and GVRs?*
  - 5.8 *Shall the board approve three total signers to the Golden Valley Charter Schools' Wells Fargo checking account: Caleb Buckley, Becky Page, and Paula Watson?*
  
6. **Appointment of New Board Members** – 4:55 p.m. *(H. Fraser-Hurttt)*  
Action: Shall the board appoint new members to the board?
  
7. **Strategic Plan Update** – 5:05 p.m. *(J. Huetter)*  
Action/Discussion: The Vice Chair, Jennifer Huetter, will provide an update to the Strategic Plan process. Shall the board approve the new mission, vision, and values statement?

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8. **Fiscal Policy Revision** – 5:15 p.m. *(S. Lefkowitz)*  
Discussion/Action: Shall the board approve a revised Fiscal Policy?
9. **2022/2023 Budget for GVOS** – 5:25 p.m. *(S. Lefkowitz)*  
Discussion/Action: Shall the board approve the 2022/2023 budget for Golden Valley Orchard School?
10. **2022/2023 Budget for GVRS** – 5:45 p.m. *(S. Lefkowitz)*  
Discussion/Action: Shall the board approve the 2022/2023 budget for Golden Valley River School?
11. **Volunteer Policy** – 6:05 p.m. *(H. Fraser-Hurtt)*  
Action: Shall the board approve a revised Volunteer Policy?
12. **GVCS Board Planning** – 6:15 p.m. *(H. Fraser-Hurtt)*  
Discussion: The board will discuss future agenda items and the 2022/2023 Board of Trustees Meeting calendar.
13. **Executive Reports** – 6:30 p.m.  
**13.1 Board Chair Report:** The Board of Trustees Chair will present items of interest to the board.  
**13.2 Executive Director Report:** The Executive Director will present items of interest to the board.
14. **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.
15. **Adjournment of the meeting** – 6:51 p.m. *(H. Fraser-Hurtt)*

May 11, 2022  
Regular Meeting of the Board of Trustees

Regular Meeting Minutes

1. **Chair Fraser-Hurtt called the meeting to order at 4:32 p.m.**
2. **Roll Call** – 4:30 p.m.  
**Board Members Present:** Heather Fraser Hurtt, Chair, Jennifer Huetter, Katie Gerski-Keller, Ekaterina Khmelniker  
**Board Members Absent:** Stephen Quadro, Tim Madams (resigned May 11, 2022)  
**Guests:** Caleb Buckley, Amala Easton, Zachary Phillips, Elayne Holder, Katie Stocker-Alanis, Barbara Ames, Susan Lefkowitz, Tom Nichols.
3. **Flag Salute/Quote/Moment of Silence** – Executive Director Caleb Buckley read the Loyalty virtue card.
4. **Public Comment** –  
Chair Fraser-Hurtt opened public comment.  
There was no public comment.
5. **Consent Agenda**–  
Action: It was moved by Ms. Huetter and seconded by Ms. Khmelniker that items 5.1 through 5.2 be approved.

MOTION APPROVED UNANIMOUSLY. (Ayes: 4, Noes: 0, Abstain:0)

*5.1 The board approved the April 6, 2022, Regular Meeting Minutes.*

*5.2 The board approved the audit engagement letter.*

6. **Reports** – 4:52 p.m.  
**Faculty Chair Report, Orchard:** Faculty Chair Zachary Phillips presented items of interest to the board.  
**Faculty Chair Report, River:** Faculty Chair Jenni Walthard was absent. Chair Fraser-Hurtt read her written report.  
  
**DEI Committee Report:** Becky Page reported on the Diversity, Equity, and Inclusion Committee's work – the committee is reviewing the survey data and preparing a report; a DEI subcommittee presented a puppet play to the faculty and received feedback from the audience.
7. **Strategic Plan Update** –  
Discussion: The Vice Chair, Jennifer Huetter, reported on the Strategic Plan process. The committee met in a Town Hall; they will have a draft to the board soon and present to the community in September or October.

May 11, 2022  
Regular Meeting of the Board of Trustees

8. **Fiscal Policy Revision –**

Discussion: Charter School Management Corporation (CSMC) Representative Tom Nichols presented a draft of the revised Fiscal Policy.

9. **Covid 19 Safety Plan –**

Discussion/Action: It was moved by Ms. Gerski-Keller and seconded by Ms. Khmelniker that the board approve a revised Covid19 Safety Plan.

MOTION APPROVED UNANIMOUSLY (Ayes: 4, Noes: 0, Abstain: 0)

10. **Student Behavior Policy –**

Discussion: The board reviewed the Behavior Policy; policy should state alternatives to suspension and reflect that there is flexibility in consequences.

11. **Annual Review of Executive Director –**

Discussion: Chair Fraser-Hurtt reported on the Executive Director's review process: feedback was solicited from all stakeholders, the results were reviewed by the committee and reported out in closed session on April 6 to the board; review with the Executive Director is still pending. The Executive Director's salary is \$141,000.86 per year.

12. **GVCS Board Planning –**

Discussion: The board discussed future agenda items and the 2022/2023 Board of Trustees Meeting calendar.

13. **Executive Reports –**

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

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

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

15. **Chair Fraser-Hurtt adjourned the meeting at 6:38 p.m.**

*Respectfully submitted by Amala Easton.*

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Heather Fraser-Hurtt, Chair

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Date

April 6, 2022  
Regular Meeting of the Board of Trustees

Regular Meeting Minutes

1. **Chair Fraser-Hurtt called the meeting to order at 4:31 p.m.**

2. **Roll Call**

**Board Members Present:** Heather Fraser Hurtt, Chair, Jennifer Huetter, Ekaterina Khmelniker, Stephen Quadro, Katie Gerski-Keller (appointed at agenda item 7)

**Board Members Absent:** None

**Board Members Disqualified:** Tim Madams

*Board members must adhere to the GVCS Bylaws regarding teleconferencing:*

*c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;*

*d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;*

*e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location;*

*The Brown Act's teleconferencing rules, found in Government Code section 54953:*

*Each teleconference location be open and accessible to the public;*

*Each teleconference location be equipped to allow public comment;*

*An agenda be posted at each teleconference location;*

**Guests:** Caleb Buckley, Jenni Walthard, Zachary Phillips, Barbara Ames, Devin Lombardi, Amala Easton.

3. **Flag Salute/Quote/Moment of Silence** – Caleb Buckley read the Understanding Virtue Card.

4. **Public Comment** –

Chair Fraser-Hurtt opened public comment.

Reaenn Quadro made a public comment regarding the continued use of Zoom for board meetings.

5. **AB 361, Virtual Meetings, Resolution** –

The board will reconsider the circumstances of the state of emergency and whether the state of emergency continues to directly impact the ability of the members to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.

Action: Shall the board approve a resolution to continue to hold virtual board meetings for the next 30 days (April 6, 2022 until May 6, 2022) due to the Covid-19 pandemic?

TABLED. NO ACTION.

April 6, 2022  
Regular Meeting of the Board of Trustees

6. **Consent Agenda**–

Action: It was moved by Ms. Huetter and seconded by Mr. Quadro that the consent agenda items 6.1 through 6.9a be approved.

MOTION APPROVED UNANIMOUSLY (Ayes: 4, Noes: 0, Abstain: 0)

*6.1 The board approved the March 9, 2022, Regular Meeting Minutes.*

*6.2 The board approved the amended Golden Valley Orchard Expanded Learning Opportunity (ELO) Grant Plan.*

*6.3 The board approved the amended Golden Valley River Expanded Learning Opportunity (ELO) Grant Plan.*

*6.4 The board approved the amended Golden Valley Tahoe Expanded Learning Opportunity (ELO) Grant Plan.*

*6.5 The board approved the Memorandum of Understanding with San Juan Unified School District for Golden Valley Orchard.*

*6.6 The board approved the Memorandum of Understanding with San Juan Unified School District for Golden Valley River.*

*6.7 The board approved the Memorandum of Understanding with San Juan Unified School District for SPED, Golden Valley Orchard.*

*6.8 The board approved the Memorandum of Understanding with San Juan Unified School District for SPED, Golden Valley River.*

*6.9 The board approved the Proposition 39 Facilities Request with San Juan Unified School District for Golden Valley Orchard.*

*6.9a The board approved the Proposition 39 Facilities Request with San Juan Unified School District for Golden Valley River.*

7. **Appointment of New Board Members** –

Action: It was moved by Mr. Quadro and seconded by Ms. Khmelniker that the board appoint Katie Gerski-Keller to the Board of Trustees.

MOTION APPROVED UNANIMOUSLY (Ayes: 4, Noes: 0, Abstain: 0)

8. **Reports** –

**Faculty Chair Report, Orchard:** Faculty Chair Zachary Phillips presented items of interest to the board.

**Faculty Chair Report, River:** Faculty Chair Jenni Walthard presented items of interest to the board.

**DEI Committee Report:** Becky Page presented a report on the Diversity, Equity, and Inclusion Committee's work to the board.

9. **Strategic Plan Update** –

Discussion: The Vice Chair, Jennifer Huetter, provided an update to the Strategic Plan process.

10. **Volunteer Policy** –

Discussion: The board reviewed the Volunteer Policy.

April 6, 2022  
Regular Meeting of the Board of Trustees

11. **Covid 19 Safety Plan –**

Action: It was moved by Ms. Huetter and seconded by Ms. Khmelniker that the board approve a revised Covid19 Safety Plan.

MOTION APPROVED UNANIMOUSLY (Ayes: 5, Noes: 0, Abstain: 0)

12. **Student Behavior Policy –**

Discussion: The board reviewed the Behavior Policy.

13. **Executive Reports –**

**13.1 Board Chair Report:** Board of Trustees Chair Fraser-Hurtt presented items of interest to the board.

**13.2 Executive Director Report:** Executive Director Buckley presented items of interest to the board.

14. **Closed Session: Public Employee Performance Evaluation –**

The board went into closed session to discuss the annual review of the Director of Special Education and Education Support for Golden Valley Charter Schools pursuant to § 54957.

15. **Closed Session: Public Employee Performance Evaluation –**

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

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

17. **The meeting was adjourned at 8:43 p.m.**

*Respectfully submitted by Amala Easton.*

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Heather Fraser-Hurtt, Chair

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Date



Zachary Phillips

GVOS Faculty Chair Report

May 2022

Dear board of trustees and chairperson,

I am writing to you at the end of an exceptionally long day, a day with lots happening, lots changing, and lots culminating. We are in the home stretch and are starting to let the year unravel. There have been meaningful events happening weekly, from fieldtrips, to class plays, and gatherings.

The highlight of the last week was the May Festival. This event was received by the faculty very well and the community turned out to see it. The eighth grade danced beautifully, showing their reverence and joy at finally being the ones dancing. This rite of passage, as well as all the transformative moments in the grades, is a welcome return to Waldorf life. Many thanks to the Festival committee for making the festival a reality.

The Linden Tree eighth grade is the first class to pass fully through the grades at Orchard campus. The Orchard campus first hosted only the kindergarten classes, until the unzipping of River and Orchard was ready. Then Debi Lenny asked a few River teachers to start on the new campus. I have been honored to be an integral part of making Orchard a strong school.

Many thanks to the DEI committee this year for their active and impactful work.

Thanks to the administrative team for their diligence and hard work! We celebrated administrative assistants' day and showered Jamie and Claudia with love.

All week the teachers have been showered with love as well since it is teacher appreciation week. Thank you to the PC for all the lovely gestures.

Thanks to the yearbook team for working hard against the deadline to make an amazing yearbook.

I also want to thank the faculty at Orchard for their dedication and excellence. It has been an honor to serve them as their faculty chair. My tenure is over and we are in the process of deciding on a new faculty chair.

Faculty Chair Report  
Jenni Walthard  
Golden Valley River School

March 31, 2022

- River School May Day Celebration to be held for the student body during school hours on Friday, May 6th. Eighth grade students have been practicing the ribbon dances in earnest with Mrs. Petty. The faculty is working together to plan for crown making, white attire, and merriment across grade levels. Having a “festival” celebration to look forward to is a welcome change.
- Buddy class activities and lower grade/upper grade interactions have been positive experiences
- The Renewal Room is getting up and running thanks to the support of Sarah Miller who will be available to us daily. This is an especially welcome addition to our year as we have many students in need of extra emotional support after the trauma and chaos of the past two years.
- Conference week was made easier thanks to the incredibly generous lunch offerings from community members. And as special thanks to Jessica Haynes for thinking of us and organizing the week-long offerings.
- Only 6 more weeks of school!!! Time to start wrapping things up.....and collecting cardboard boxes!

# GOLDEN VALLEY CHARTER SCHOOLS COVID-19 SAFETY PLAN

Golden Valley Charter Schools conducted a committee process for developing this plan at each site with the school principal as the main organizer. If you have questions, comments, or concerns about this plan unique to your school, please address the school principal. If you have questions regarding the overall return to school and the shared aspects of the plan, please contact the Executive Director, Caleb Buckley, EdD, [cbuckley@goldenvalleycharter.org](mailto:cbuckley@goldenvalleycharter.org)

Authors	Title
<b>Caleb Buckley, EdD</b>	Executive Director
<b>Barbara Ames</b>	Principal, River
<b>Becky Page</b>	Principal, Orchard
<b>Devin Lombardi</b>	Director of Special Education
	<i>Last updated 2022.05.11</i>

MINUTES ATTACHMENTS 2022.05.11

## INTRODUCTION

Golden Valley Charter Schools has worked closely with faculty, staff, parents, and community members to develop a safe, supportive, academically robust and developmentally appropriate safety plan. This plan has been informed by the following:

California Safe Schools for All Hub: <https://schools.covid19.ca.gov/>

California Department of Public Health: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

Center for Disease Control: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

**The foundational principles are ensuring access to safe and full in-person instruction for all students and keeping equity at the core of all efforts described below. In-person schooling is critical to the mental and physical health and development of our students.** This plan may be adjusted based on local conditions and mandates. All Golden Valley Schools will use Sacramento County Public Health and California Department of Public Health recommendations. Please remember that this is a fluid situation, and the plan will be revisited at regular board meetings to reflect new guidance.

Golden Valley uses a multi-layered approach of infection mitigation strategies to help contain the spread of Covid 19 within our schools. Among these mitigation strategies are Face Coverings, Optimized Ventilation, Staying Home When Sick and Getting Tested, Screening Testing, and Case Reporting, Contact Tracing, and Investigation.

## INFECTION MITIGATION STRATEGIES AT GOLDEN VALLEY

### FACE COVERINGS

Golden Valley Charter Schools (“GVCS”) follows all Sacramento County Public Health (“SCPH”) and California Department of Public Health (“CDPH”) requirements for face coverings and the COVID-19 and Safe Schools for All Hub.

Per the February 28, 2022 California Department of Public Health Memorandum:

- After March 11, 2022, the universal masking requirement for K-12 and Childcare settings will terminate. CDPH strongly recommends that individuals in these settings continue to mask in indoor settings when the universal masking requirement lifts.

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>

GVCS recognizes that there are a variety of strong feelings regarding face coverings and other health mitigation measures. GVCS follows the mandates and guidance of our public health officials, epidemiology experts, and legal counsel.

Face coverings are currently strongly recommended for individuals on school campuses and work sites. We welcome and support those who choose to follow the strong recommendation to continue to mask at our facilities.

No person will be prevented from wearing a mask as a condition of participation in any employment activity.

Masks will continue to be provided to those who desire to use them on our campuses.

The health and safety of our students and staff is our top priority. We are also committed to each student having access and equity at our schools to their public education. We expect the community to extend our core values of respectful relationships and resilience with each other in these matters.

## OPTIMIZED VENTILATION

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- HVAC system disinfected with EPA approved agent for COVID 19
- Outside air exchange rates are set to maximum levels
- Upgraded high-efficiency air filters installed
- Constant airflow programmed
- Building air flush programmed before and after school hours
- Utilizing outdoor instruction to the greatest extent possible

## STAYING HOME WHEN SICK AND GETTING TESTED

**Parents and/or caregivers are required to monitor their children** for signs of infectious illness and COVID-19 every day using the *COVID-19 SCREENING TOOL FOR CHILDREN* (see appendix). Faculty and staff are required to self-monitor for signs and symptoms of COVID-19 using the *COVID-19 SCREENING TOOL FOR ADULTS* (see appendix).

Students who have symptoms of any infectious illness or symptoms consistent with COVID-19 may not attend school in-person. All faculty and staff will refer to the *STUDENT SYMPTOM DECISION TREE* (see appendix) to determine when to send students home.

Students or staff who become ill while on campus must be isolated from others and sent home as soon as possible.

## COVID SCREENING TESTING

On August 11, 2021 the CDPH mandated all school employees show proof of full and complete vaccination for Covid19 or submit to weekly surveillance testing for Covid19.

(<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Order-of-the-State-Public-Health-Officer-Vaccine-Verification-for-Workers-in-Schools.aspx>)

To promote safer in-person learning environments, the California Department of Public Health (CDPH), in partnership with the California COVID-19 Testing Task Force, is providing free rapid COVID-19 tests for teachers, staff and students at participating schools. Along with other safety practices such as masking, and improved ventilation, routine testing of students and staff can help school communities reduce the spread of COVID-19. Golden Valley Charter Schools is using this program for weekly screening of unvaccinated staff, student and staff testing, and individuals that experience possible COVID symptoms.

The program provides the following resources and tools:

- Abbott BinaxNow antigen test cards that provide results in 15-30 minutes
- Molecular tests (e.g., PCR) to confirm positive results
- Robust training for school personnel to perform on-site testing
- Use of the online platform, [Primary.Health](#) to register students for testing
  - Parent must give consent each time their student is tested
  - Parent may be present for testing or give consent on the phone
- **Surveillance Testing:** Golden Valley Charter Schools will utilize a surveillance testing program for all employees who are not fully vaccinated. Unvaccinated teachers and school site staff are tested for COVID-19 weekly. Surveillance testing can help detect asymptomatic infections and reduce the likelihood of outbreaks.
  - **Human Resources** is responsible for implementing and monitoring the testing schedule. Faculty and staff refusal to complete testing will be referred to Human Resources.
- **Symptomatic testing:** Individuals with symptoms of COVID19, either at home or at school, are required to stay home and isolate in case they are infectious. The individual may return to school in the case of a negative test for SARS-CoV-2 **and** 24 hours after fever is resolved and symptoms are improving.
- **Response testing:** When a case has been identified in a given stable group, symptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2 will be tested. In the event the individual does not get tested, they may return to school 10 days after symptom onset.

Orchard Safety Officer: Becky Page  
 Email: [bpage@goldenvalleycharter.org](mailto:bpage@goldenvalleycharter.org)  
 Phone: 916-987-1490

[Sacramento County Testing Information](#)

This testing is for all school staff in Sacramento County. Please see Sacramento County's [COVID-19 Testing webpage](#) for an updated list of all sites.



River Safety Officer: Barbara Ames  
Email: [bames@goldenvalleycharter.org](mailto:bames@goldenvalleycharter.org)  
Phone: 916-987-6141

[Sacramento County Testing Information](#)

This testing is for all school staff in Sacramento County. Please see Sacramento County's [COVID-19 Testing webpage](#) for an updated list of all sites.

## CASE REPORTING, CONTACT TRACING, AND INVESTIGATION

Each school Safety Officer, in coordination with GVCS Human Resources, is responsible for training staff and families on the application and enforcement of the school safety plan. Training will include expectations for student, staff, and parent behavior. The Safety Officer is responsible for responding to COVID-19 concerns.

Golden Valley Charter Schools will initiate contact tracing when there is a confirmed case of COVID-19. Each school site has a designated staff person to support contact tracing. The designated contact tracer has completed the [Johns Hopkins COVID-19 online contact tracing course](#). If positive cases in the school community are identified, contract tracing staff will work with the county health department to identify contacts and determine appropriate course of action, such as quarantine, testing, and notifications.

Orchard Safety Officer and Contact Tracer: Becky Page  
Email: [bpape@goldenvalleycharter.org](mailto:bpape@goldenvalleycharter.org)  
Phone: 916-987-1490

Becky Page has completed the [Johns Hopkins COVID-19 online contact tracing course](#)

All GVOS confirmed cases of COVID-19 are reported to Sacramento County Public Health as required by CDPH or SCPH, 916-661-7331.

River Safety Officer and Contact Tracer: Barbara Ames

Email: [bames@goldenvalleycharter.org](mailto:bames@goldenvalleycharter.org)

Phone: 916-987-6141

Barbara Ames has completed the [Johns Hopkins COVID-19 online contact tracing course](#)

All GVRS confirmed cases of COVID-19 are reported to Sacramento County Public Health as required by CDPH or SCPH, 916-661-7331.

MINUTES ATTACHMENTS 2022.05.11

## CLEANING AND DISINFECTION

Protocols for cleaning and disinfecting the school site have been established. This includes regular cleaning schedules using EPA-approved cleaning products, descriptions of how shared surfaces will be regularly cleaned and disinfected, and how use of shared items will be minimized.

- A daily cleaning schedule has been developed to follow the path of student space usage. The school buildings, while not in use as daily classrooms, will be cleaned daily using the San Juan EPA approved cleaning protocols during the time of COVID-19. We will be using child-safe and ecologically friendly products that meet State and licensing guidelines.
- Daily janitorial services will use stringent cleaning practices during the day while deep disinfection of the full campus will be conducted each evening.
- **In the event of a positive Covid case has been identified:** The classroom and all spaces where case spent significant time will be deep cleaned and disinfected using enhanced cleaning protocols and using approved disinfecting/cleaning protocols during the time of COVID-19. Disinfection will be done when students are not present.

## HEALTHY HYGIENE PRACTICES

Golden Valley Charter Schools will promote healthy hygiene practices that incorporates handwashing and hand sanitizing into routines. Students and staff should wash their hands:

- when entering school/class
- before and after eating
- after coughing or sneezing
- after using the restroom
- periodically throughout the day

## THE WHOLE COMMUNITY

### VISITORS, VOLUNTEERS & GATHERINGS

**Visitor** (defined) - A visitor is any person who is on campus other than a student, staff, or volunteer. Examples include: being on campus to complete a task or business such as dropping off or picking up their children; dropping off or picking up paperwork; attending a parent teacher conference; attending an event such as a class play; etc.

**Volunteer** (defined) – For the purposes of this Covid Safety Plan, a volunteer is an extension of employees of the school to deliver the program to the students. Volunteers are on campus for a specific purpose, known to the class teacher or principal, and signed in at the office. They will also wear a badge or name tag provided by the school.

All volunteers must self-administer a negative COVID 19 test at the school office or be tested by school personnel within 24 hours of their volunteer shift. See the school principal for the process for submitting test results.

Gatherings will follow current guidance from California Department of Public Health and/or Sacramento County Public Health (SCPH). As of March 31, 2022, there will be no gatherings larger than 1000 people.

### SCHOOL-BASED EXTRACURRICULAR ACTIVITIES

The requirements and recommendations in this guidance apply to all extracurricular activities that are operated or supervised by schools, and all activities that occur on a school site, whether they occur during school hours, including, but not limited to, sports, band, chorus, plays, meetings, festivals, and clubs.

Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:

- Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
- Masks are strongly recommended indoors for all spectators and observers.
- Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended

indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.

- When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

## FIELD TRIPS

All field trips must meet the safety criteria of Golden Valley Charter Schools (“GVCS”), California Department of Education (“CDE”), and California Department of Public Health (“CDPH”). Field trips are approved on a case-by-case basis by the school administrator.

## INDEPENDENT STUDY

Any student may request up to 15 days by filling out a request form in the school office or through registration at the central office.

## AFTERCARE

Golden Valley Charter Schools will offer childcare according to -guidance by CDPH and SCPH (Eagle’s Nest, After Care, Before Care).

In the Eagles Nest Program, students are mostly outdoors. Students in the program will be mixed with students from other classes and will be allowed to eat and drink. Students at school fall under school guidelines when in aftercare and do not fall under "Child Care Center" guidelines which are made for a different setting.

## SPECIAL EDUCATION

Golden Valley Charter Schools will continue to implement education support and IEP accommodations while following all health and safety guidelines. All assessments will take place in person. IEP accommodations and services are implemented during the school day following public health guidance. Contracted and in-house service providers will conduct observations in the classrooms following current guidelines.

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## RESOURCES

### COVID-19 GENERAL INFORMATION

[Exposure Risk \(CDC\)](#)

[Glossary of Key Terms \(CDC\)](#)

[Symptoms \(CDC\)](#)

[Screening K-12 Students for Symptoms of COVID-19 \(CDC\)](#)

### SACRAMENTO COUNTY INFORMATION AND RESOURCES

[COVID-19 Dashboards \(SCPH\)](#)

[COVID-19 Community Testing Sites in Sacramento County](#)

[Sacramento County COVID-19 Website](#)

[Sacramento County COVID-19 Schools Page](#)

[Sacramento County Public Health Orders](#)

[School Year Planning: A Guide to Address the Challenges of COVID-19 \(SCOE\)](#)

### ISOLATION AND QUARANTINE

[Home Isolation for People with COVID-19 \(SCPH\)](#)

[Home Quarantine Guidance for Close Contacts to COVID-19 \(SCPH\)](#)

[Quarantine vs. Isolation \(CDC\)](#)

[Sacramento County Public Health General Quarantine Orders](#)

[Sacramento County Public Health General Isolation Orders](#)

### CONTACT TRACING

[Johns Hopkins Online Contact Tracer Training](#)

### QUESTIONS?

**Sacramento County Public Health**

(916) 661-7331

COVID19@saccounty.net



APPENDIX

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## COVID-19 SCREENING TOOL FOR ADULTS

Before coming to campus each day, adults should screen themselves for symptoms of illness by answering the following questions.

- Do you have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Do you have a loss of smell or taste?
- Do you have a cough?
- Do you have muscle aches?
- Do you have a sore throat?
- Do you have congestion or a runny nose?
- Do you have shortness of breath?
- Do you have chills?
- Do you have a headache?
- Have you experienced any new gastrointestinal symptoms such as nausea, vomiting, diarrhea, or loss of appetite in the last few days?
- Have you, or anyone you have been in close contact with, been diagnosed with COVID-19 or placed in quarantine for possible exposure to COVID-19 within the last two weeks?
- Have you been asked to isolate or quarantine by a medical professional or a local public health official in the last two weeks?

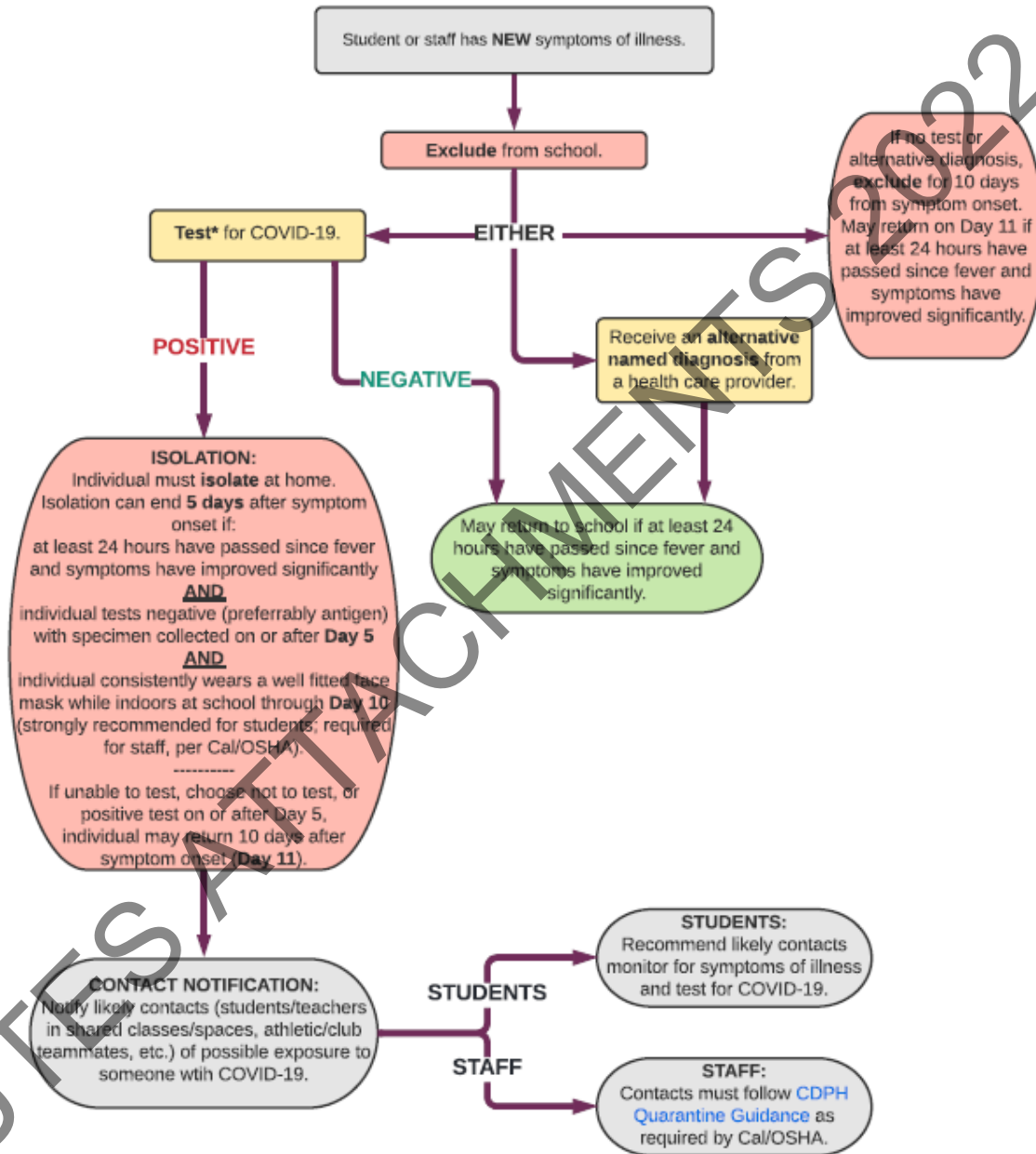
## COVID-19 SCREENING TOOL FOR CHILDREN

Before coming to campus each day, children should be screened for symptoms of illness by answering the following questions.

- Does the child have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Does the child have a sore throat?
- Does the child have a new uncontrolled cough that causes difficulty breathing (for children with chronic allergic/asthmatic cough, a change in their cough from baseline)?
- Does the child have diarrhea or vomiting?
- Does the child have new onset of severe headache, especially with a fever?

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## COVID-19 Decision Tree for K-12 Schools



\* PCR or rapid antigen test are acceptable. Asymptomatic individuals who have tested positive for COVID-19 are not required to re-test for 90 days following their initial infection. However, if individuals develop new symptoms following a COVID-19 exposure, they should isolate and test.  
 March 7, 2022



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## COMMUNICATIONS TEMPLATES FOR K-12 SCHOOLS

### SACRAMENTO COUNTY PUBLIC HEALTH

The following pages include sample letters for communicating with families and/or staff regarding COVID-19 cases or exposures at school. Note that every scenario is unique and these templates are provided only as guides for some common scenarios. Schools and school districts should tailor their communications for their specific situations.

#### SAMPLE LETTER

##### STUDENT OR STAFF EXPOSURE OUTSIDE OF SCHOOL

*To be utilized when a student or staff member lives with a person or has been in close contact with a person who has tested positive for COVID-19.*

Date

Dear [School/Classroom] Parents/Guardians and Staff,

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member in your child's class [lives with/has been in close contact with] a person who has tested positive for COVID-19.

In accordance with California Department of Public Health (CDPH) guidance, the class will continue to operate. The individual and their immediate household members have been advised of all relevant isolation and/or quarantine guidance.

Please continue to follow all health and safety protocols, monitor your child's health, **keep your child home if they are feeling sick**, wash your hands frequently, practice physical distancing, and consider wearing a face covering.

Please contact your healthcare provider if you have further questions or concerns. Thank you for all that you do to support the learning and success of students at [School Name] and the health and wellbeing of our community.

Sincerely,

[Site Administrator/Teacher]

[School Name]

# GVCS COVID-19 REPORTING & CONTACT TRACING FORM

2021-2022 GVCS COVID-19 SAFETY PLAN - BOP 2022.04.06

Schools (including daycare, childcare, and K-12) should:

- Report cases of confirmed COVID-19 in students or staff to Sacramento County Public Health by any method required.
- Follow Sacramento County Public Health guidance after identification of a student or staff with confirmed COVID-19

School Site/Location: \_\_\_\_\_

School Point of Contact & Phone Number: \_\_\_\_\_

## POSITIVE PATIENT INFORMATION

<b>Student/Staff Name:</b> (Last, First)		<b>Date of Birth:</b>	<b>Sex:</b>
			<input type="checkbox"/> Male <input type="checkbox"/> Female
<b>Home Address:</b>		<b>City, Zip Code:</b>	<b>Phone #:</b>
<b>Race:</b>		<b>Ethnicity:</b>	<b>Teacher(s) a</b>
<input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Asian/Pacific Islander		<input type="checkbox"/> Native American <input type="checkbox"/> Other <input type="checkbox"/> Unknown	<input type="checkbox"/> Hispanic <input type="checkbox"/> Non-Hispanic
<b>Date of Illness Onset:</b>	<b>Date of Last Attendance:</b>	<b>COVID-19 + Test Date:</b>	<b>COVID-19 Sy</b> (if yes, pleas
			<input type="checkbox"/> Yes <input type="checkbox"/> No

**COMPLETE LIST OF CLOSE CONTACTS OF PATIENT**

For COVID-19, a [close contact](#) is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting **from 2 days before** illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated. Symptoms can include: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting and diarrhea.

Contact Name	Location	Phone #	Relation to Positive Case	Duration of Contact More Than 15 min <b>AND</b> Distance Between Contact Less Than 6 ft.?	COVID-19 Symptoms Y/N (If yes, list)	COVID-19 Test Y/N (if yes, date)	COVID-19 Test Results Date, Pos/Neg	Date Notified by School Contact Tracer Team	
SAMPLE: Mrs. Franklin	Room 1	555-555-5555	Teacher	Y	N	Y 9/22/20	N eg 9/24/20		
SAMPLE: Jimmy Lee	Room 1	555-555-5555	Student	Y	Y Fever 101	Y 9/22/20	P pos 9/24/20		
Golden Valley Charter Schools								Page 21	


Sacramento County Public Health  
COVID19@saccounty.net or Secure Fax: (916) 854-9709

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# COVID-19 Prevention Program (CPP) for Golden Valley Charter Schools (OSHA)

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

**Date: August 5, 2021**

## Authority and Responsibility

**Caleb Buckley, EdD, Executive Director**, has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

## Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

## Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by participation in weekly meetings to discuss safety issues and reporting concerns to the site principal. If resolution is not received at the school site, human resources will be notified by the site principal.

## Employee screening

We screen our employees by:

- Following all CDPH guidelines regarding self-monitoring
- Requiring all staff to self-monitor using the *COVID19 SCREENING TOOL FOR ADULTS*
  - Located in the [Orchard Covid Prevention Plan](#)
  - Located in the [River Covid Prevention Plan](#)
  - Located in the [Tahoe Covid Prevention Plan](#)
- The school site Safety Officer will oversee Covid-19 Surveillance Testing of all staff members

## Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented and corrected in a timely manner based on the severity of the hazards, as follows:

- Site principals will document and correct all reports of unsafe/unhealthy conditions.

## Control of COVID-19 Hazards

### Face Coverings

Cal/OSHA has aligned workplace mask requirements with general mask guidance from the CDPH.

- **Masks are strongly recommended indoors.**
  - In outbreaks, all employees must wear masks indoors and outdoors when six feet of physical distance cannot be maintained.
- **Masks are not required outdoors** (except during outbreaks). Workers should be trained for outdoor use of face coverings.
- **Golden Valley will provide unvaccinated employees with NIOSH-certified respirator masks** for voluntary use when:
  - Working indoors, or
  - In a vehicle with others.

GVCS recognizes that there are a variety of strong feelings regarding face coverings and other health mitigation measures. GVCS follows mandates and guidance our public health officials, epidemiology experts, and legal counsel.

Face coverings are currently strongly recommended for individuals on school campuses and work sites.

We welcome and support those who choose to follow the strong recommendation to continue to mask at our facilities.

No person will be prevented from wearing a mask as a condition of participation in any employment activity.

Masks will continue to be provided to those who desire to use them on our campuses.

We expect the community to extend our core values of respectful relationships and resilience with each other in these matters.

### Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- River and Orchard
  - HVAC system disinfected with EPS approved agent for COVID 19
  - Outside air exchange rates are set to maximum levels
  - Upgraded high-efficiency air filters installed
  - Constant airflow programmed
  - Building air flush programmed before and after school hours

## Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Ensuring adequate supplies and adequate time for it to be done properly.
- Informing the employees and authorized employee representatives of the frequency and scope of cleaning and disinfection.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Full disinfecting of all work areas the employee entered.

## Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by **using appropriate wipes**.

## Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Evaluated handwashing facilities.
- Encourage and allow time for employee handwashing.
- Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e., methyl alcohol).
- Encourage employees to wash their hands for at least 20 seconds each time.
- Post signage on proper handwashing techniques in all bathrooms.

## Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

## Investigating and Responding to COVID-19 Cases

Employees who had potential COVID-19 exposure in our workplace will be:

- Notified by the Site Safety Officer.
- Provided no-cost Covid19 testing during working hours.
- Provided with information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below.

## System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- That employees can report symptoms and hazards without fear of reprisal.
- Employees should report COVID-19 symptoms and possible hazards to the Site Safety Officer/school principal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing: please see the list of testing sites in the community.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test. **Educators receive free Covid-19 testing.**
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

## Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
  - COVID-19 is an infectious disease that can be spread through the air.
  - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
  - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

## Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by **direct communication from HR.**
- Providing employees at the time of exclusion with information on available benefits.

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**Table 2: CDPH Guidance for Close Contacts – Employees Who Are Exposed to Someone with COVID-19. (Applies to All Employees Except those in High-Risk Settings)**

<p>For employees who are <b>asymptomatic</b>. Applies to all employees, regardless of vaccination status.</p>	<ul style="list-style-type: none"> <li>Exposed employees must test within three to five days after their last close contact. Persons infected within the prior 90 days do not need to be tested unless symptoms develop.</li> <li>Employees must wear face coverings around others for a total of 10 days after exposure. Please refer to the FAQs on face coverings for additional information.</li> <li>If an exposed employee tests positive for COVID- 19, they must follow the isolation requirements above in Table 1.</li> <li>Employees are strongly encouraged to get vaccinated and boosted</li> </ul>
<p>For employees who are <b>symptomatic</b>. Applies to all employees, regardless of vaccination status.</p>	<ul style="list-style-type: none"> <li>Symptomatic employees must be excluded and test as soon as possible. Exclusion must continue until test results are obtained.</li> <li>If the employee is unable to test or choosing not to test, exclusion must continue for 10 days.</li> <li>If the employee tests negative and returns to work earlier than 10 days after the close contact, the employee must wear a face covering around others for 10 days following the close contact.</li> <li>CDPH recommends continuing exclusion and retesting in 1-2 days if testing negative with an antigen test, particularly if tested during the first 1-2 days of symptoms.</li> <li>For symptomatic employees who have tested positive within the previous 90 days, using an antigen test is preferred.</li> </ul>

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## What Employers and Workers Need to Know about COVID-19 Isolation & Quarantine

May 6, 2022

This fact sheet provides employers and workers not covered by the **Aerosol Transmissible Diseases standard** with information on when and for how long workers must be excluded from the workplace if they test positive or are exposed to someone who has COVID-19. The chart below reflects the new California Department of Public Health (CDPH) isolation and quarantine periods guidance from April 6, 2022 and the third re-adoption of the Cal/OSHA COVID-19 Prevention Emergency Regulation effective May 6, 2022.

More information is available on [Cal/OSHA's ETS FAQs](#) and [CDPH's Isolation and Quarantine Guidance](#).

Employees who test positive for COVID-19 must be excluded from the workplace as described in Table 1. For employees who had a close contact, employers must review [CPDH guidance](#) and implement quarantine and other measures in the workplace to prevent COVID-19 transmission in the workplace. Please refer to table 2 and table 3 below for CDPH quarantine guidance after close contact.

Where the tables below refer to action to be taken on a specified day (e.g. "day 5" or "day 10"), day 1 is the first day following the onset of symptoms or, if no symptoms develop, the day following the first positive test.

**Table 1: Exclusion Requirements for Employees Who Test Positive for COVID-19**

<p>Requirements apply to <b>all</b> employees, regardless of vaccination status, previous infection, or lack of symptoms.</p>	<ul style="list-style-type: none"> <li>• Employees who test positive for COVID-19 must be excluded from the workplace for at least 5 days after start of symptoms or after date of first positive test if no symptoms.</li> <li>• Isolation can end and employees may return to the workplace after day 5 if symptoms are not present or are resolving, <b>and</b> a diagnostic specimen* collected on day 5 or later tests negative.</li> <li>• If an employee's test on day 5 (or later) is positive, isolation can end and the employee may return to the workplace after day 10 if they are fever-free for 24 hours without the use of fever-reducing medications.</li> <li>• If an employee is unable to or choosing not to test<sup>i</sup>, isolation can end, and the employee may return to the workplace after day 10 if they are fever-free for 24 hours without the use of fever-reducing medications.</li> <li>• If an employee has a fever<sup>ii</sup>, isolation must continue and the employee may not return to work until 24 hours after the fever resolves without the use of fever-reducing medications.<sup>iii</sup></li> <li>• If an employee's symptoms other than fever are not resolving, they may not return to work until their symptoms are resolving or until after day 10.</li> <li>• Employees must wear face coverings around others for a total of 10 days. Please refer the FAQs regarding face coverings for additional information</li> </ul> <p>*Antigen test preferred.</p>
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<sup>i</sup> An employer may require a test. More information is available in the [Department of Fair Employment and Housing FAQ](#).

<sup>ii</sup> A fever is a measured body temperature of 100.4 degrees Fahrenheit or higher.

<sup>iii</sup> A fever resolves when 24 hours have passed with no fever, without the use of fever-reducing medications.



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## Commonly Asked Questions

### When do workers need to be paid exclusion pay if exposed to COVID-19?

When workers are required to be excluded from work due to work-related COVID-19 exposure, they must be paid exclusion pay. Workers should speak with their employers about available exclusion pay. Some exceptions apply, for example if the worker can work from home, or they are receiving disability pay or Workers' Compensation Temporary Disability Payments.

### What does CDPH guidance require if a worker was exposed to COVID-19 but tests are not available?

If a worker in a non-high-risk setting cannot be tested as required but never develops symptoms, the worker may continue to work but must wear a face covering for 10 days after the close contact. If the worker works in a high-risk setting, they should continue isolation for 10 days, as explained in the table.

This guidance is an overview, for full requirements see Title 8 sections [3205](#), [3205.1](#), [3205.2](#), [3205.3](#), [3205.4](#)

### Update History

- January 19, 2022 – Updated to clarify this fact sheet does not apply to workplaces covered by the Aerosol Transmissible Diseases Standard.
- May 6, 2022 – Updated to align with new CDPH guidance for general population and adding high-risk settings.

For assistance with developing a COVID-19 Prevention Program, employers may contact Cal/OSHA Consultation Services at 1 800 963 9424 or [InfoCons@dir.ca.gov](mailto:InfoCons@dir.ca.gov)

For Consultation information or publications, access the following link or copy the site address:  
**DOSHConsultation** [www.dir.ca.gov/dosh/consultation.html](http://www.dir.ca.gov/dosh/consultation.html)

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
  - Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
  - Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
  - Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
  - Keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.
  - Return-to-Work Criteria COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
    - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
    - COVID-19 symptoms have improved.
  - COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
  - A negative COVID-19 test will not be required for an employee to return to work.
  - If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.
  -
- 

Caleb Buckley, EdD

Executive Director

10/05/2022

## STUDENT BEHAVIOR POLICY

(Board Approved March 13, 2019)

Golden Valley Charter School is committed to creating a safe and nurturing learning environment for every student. We are equally committed to helping our students grow into healthy, happy, responsible adults. In order to respect, care for and work with others, students must learn to truly love and respect themselves.

It is our goal that all students possess a clear understanding of how their actions affect others. When a student acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the student to do better in the future. Our approach emphasizes *compassion, consistency and responsibility*.

The Student Behavior Guidelines for Golden Valley Charter Schools are based upon a philosophy of respect and adherence to California State Education Code (48908):

### Student Behavior Guidelines

In order to provide a school environment that fosters cooperation, responsibility and respect; students will be expected to follow these guidelines:

1. Students will support a positive learning environment. —Students are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and follow directions when requested to do so.
2. Students will treat all adults and students with respect. —Respectful, courteous language is expected towards teachers, students and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a student asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect. —Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed. —Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules. —Teachers will help their students understand and integrate the school-wide behavior policy into their daily

activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.

6. Parental concerns about the implementation of this policy shall be shared directly with their student's teacher.
7. Due to FERPA Privacy Laws, school personnel are unable to discuss other students' behaviors with parents.
8. Please refer to the Bullying Prevention Policy and Plan for further information regarding bullying prevention and reporting, including use of the Bullying Incident Report.

### **Consequences for Misbehavior:**

At all Golden Valley Schools, consequences for misbehavior begin in the classroom. Repetitive misbehavior will initiate increasing consequences that will involve student, parent, teacher and additional personnel, as needed. Below is an outline of the process from classroom management to expulsion. These procedures will be followed based on the severity of the infraction and the teacher and/or principal's evaluation of the circumstances. **Please note that some actions are grounds for immediate suspension or expulsion (see list below).**

### **1. Classroom Management for Student Behavior**

#### Setting Expectations

At the beginning of each school year each teacher will communicate their class management plan with parents at the first parent meeting. Additionally, a written copy of the class expectations for Special Subject classes will be distributed to all parents.

#### Consequences for Misbehavior:

At this level, misbehavior will be dealt with according to the teacher's class management plan.

In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the student will progress to the next step.

### **2. Referral and Parent-Teacher Conference**

#### Referral



If a student fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a Referral (Student Behavior Report and Action Plan) may be sent home with the student describing this behavior. Teacher will follow this up with a phone call to the parents and letting them know to expect a referral from their student.

The parents and student will discuss the situation and the parents will assist the student in developing a plan to correct the behavior (see Referral Form). It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. It is the parents' responsibility to see that the student returns this signed referral to the school the following day. **Either the parent or the teacher may request a telephone or personal conference.**

#### Parent-Teacher Conference

When a student receives two referrals, the teacher will schedule a parent-teacher conference. If both parents and teacher agree, the student may be included in the meeting. Student participation is encouraged, when appropriate. A behavior plan may be developed at this time. The teacher or parents may request the principal be present. Parents may request that other individuals be present at the conference.

### **3. Suspension**

**Upon receiving a third, sixth and ninth referral, a student may be suspended from school.** The first suspension will be one day, the second suspension may be from 1 – 3 days and the third suspension may be from 2 – 4 days long.

**In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension (California Ed Code 48900). These behaviors are:**

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Willfully using force or violence upon the person of another, except in self-defense.
- Attempting, threatening to cause or participate in hate violence.
- Willfully and knowingly making a terrorist threat against the school.
- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object.
- Possessing an imitation firearm.
- Possessing, selling or otherwise furnishing, or being under the influence of any controlled substance, an alcoholic beverage or an intoxicant of any kind.
- Unlawfully offering, arranging, or negotiating to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering or

otherwise furnishing to any other person a liquid substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.

- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school property or private property.
- Stealing or attempting to steal school property or private property while on school grounds.
- Knowingly receiving stolen school property or private property.
- Possessing or using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, e-cigarettes, vape pens, etc., exclusive of physician's prescriptions.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Committing or attempting to commit a sexual assault or committing sexual battery.
- Committing an act of sexual harassment. Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature (California Ed Code 212.5)
- Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaging in or attempting to engage in hazing, as defined in California Ed Code 48900
- Engaged in an act of bullying, defined as severe or pervasive physical and verbal acts or conduct, including written or electronically transmitted material, which can reasonably be predicted to have the effect(s) of: fear of harm to person or property, detrimental effects on physical or mental health, interference with academic performance, and interference with the ability to participate in or benefit in the services, activities, or privileges provided in school.

**If a student is suspended, the parents will be informed by telephone and will receive a formal notice of suspension.** The student may return to school after a suspension once a follow-up SST meeting with the teacher and/or administrator stipulating the conditions of the student's return has taken place. During this meeting a behavior plan may be developed.

#### Student Success Team (SST) Meeting

**At any time the teacher deems it necessary or in accordance with the Student Behavior Policy, upon a third referral, an SST Meeting will be convened to support the student and their needs.** The meeting will consist of the student's parents, classroom teacher,



administrator, as well as other teachers and support staff, if needed, The team will work to cultivate healthy classroom, playground, and social behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

#### Special Needs Students and Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.

#### **4. Expulsion**

**Should the above steps and Due Process not prove to correct the student's behavior after 3 suspensions, expulsion may be recommended.**

#### Due Process Summary

Below is a summary of the steps that may be taken prior to a recommendation for expulsion:

1. First referral: Phone call to parent
2. Second referral: Phone call and parent-teacher conference
3. Third referral and suspension: Phone call home and SST meeting is scheduled
4. At SST Meeting: Parents will be notified in writing that a 3<sup>rd</sup> suspension may result in a recommendation for expulsion.
5. Fourth referral: Phone call home
6. Fifth referral: Phone call and parent-teacher conference
7. Sixth referral and suspension: Phone call home. SST follow-up meeting is scheduled
8. At SST Meeting: Parents will be notified in writing that a 3<sup>rd</sup> suspension may result in a recommendation for expulsion.
9. Seventh referral: Phone call home.
10. Eighth referral: Phone call home and parent-teacher conference
11. Ninth referral and/or 3<sup>rd</sup> suspension: Recommendation for expulsion

**In addition, there are certain situations in which Mandatory Expulsion is required (Ed Code 48915). They are listed in the Code as follows:**

"The principal or designee must immediately suspend and recommend a student for expulsion and the School Board of Trustees must expel for:

1. Possession, as verified by a district employee, sale or furnishing a firearm, unless the student has written permission from a certificated employee with the principal or





- designee's concurrence.
- 2. Brandishing a knife at another person.
- 3. Sale of drugs.
- 4. Committing or attempting to commit sexual assault or battery.”

**Clearing Referrals**

Referrals are cleared year to year. Suspensions are cumulative from year to year and are part of a student’s cumulative file.

I (We), \_\_\_\_\_ have read and reviewed the Golden Valley Charter School Student Behavior Policy and Procedures with my (our) student:

\_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

MINUTES ATTACHMENTS 2022.05.17



BOT Chair Report  
DATE: 5/11/22

Welcome to our New Board Member: Katie Gerski-Keller

I would like to welcome our newest Board Member, Katie Gerski-Keller. Katie is a parent of a student at the River School and was enthusiastically voted onto the BOT at our last meeting in April. Katie brings experience as a veteran educator and teacher in Special Education, as our newest Trustee. She has also served in an advisory capacity on several Boards in her job. Katie brings an abundance of professional experience, a strong commitment to Golden Valley, and enthusiasm for Waldorf Education to her Board service, and we are grateful to have her serving alongside us.

Board Planning and Succession:

As the Board holds its last several Meetings of the year, we look ahead to the Fall I will be resigning as Chair at the end of this year, as my youngest child graduates from 8<sup>th</sup> Grade. Our very adept Vice Chair, Jennifer Huetter, will usher the Board into session next year and at the Annual Meeting in August, Officer appointments will be made, and qualified candidates will be put before the Board for nomination and vote. As part of our ongoing efforts to recruit a robust Board of highly qualified candidates, the Board will continue to reach out to the community for interested parties and those who would be well equipped for Board service. As the process for qualification and preparation for Board service can take many months, it is important that the Board continue to recruit and network to bring new member into this process throughout the year, though for training, support, and organization purposes, most new members are brought on in August. If you or someone you know are interested in our schools' governance, please contact the Board at [bot@gvcharter.org](mailto:bot@gvcharter.org).

COVID-19 Vaccine Information:

CDPH released a statement on the timeline for COVID-19 vaccine requirements in schools on April 14, 2022. Last year, California determined that full FDA approval was a precondition for the addition of the COVID-19 vaccine requirement for students. Since the FDA has not fully approved COVID-19 vaccines for students with ages in the grades 7-12, California will not be initiating a regulatory process for requiring vaccines for students for next school year. Accordingly, any vaccine requirement will not take effect until after full FDA approval and no sooner than July 1, 2023. This means that there will be no required COVID-19 vaccine for students through grade 12 next year in California public schools.

The CDC, CDPH, SCDPH continue to support vaccines as the most powerful tool against hospitalization and severe illness due to COVID-19. The Board of Golden Valley continues to support the best scientific and research-based practices and align with our public health department recommendations and requirements, as this supports the health and safety of our students, staff, and families.

Quoting from the April 14, 2022, memo regarding the timeline for COVID-19 vaccination requirements in public schools:



“CDPH strongly encourages all eligible Californians, including children, to be vaccinated against COVID-19,” said California Department of Public Health Director and State Public Health Officer Dr. Tomás J. Aragón. “We continue to ensure that our response to the COVID-19 pandemic is driven by the best science and data available. Under the Governor’s SMARTER plan, California is making informed decisions on how to further protect students and staff, to keep children safely in classrooms.”

You can visit [myturn.ca.gov](https://myturn.ca.gov) or call (833) 422-4255 to make your vaccine or booster appointment today.

The Board will continue to review our COVID-19 Safety Plan in Committee and at Board Meetings, monthly and as needed. We invite you to continue to follow those discussions and official communications from our schools to keep informed about this issue.

#### Fiscal Matters:

In May and June, the Board will be preparing our budgets for next school year, while simultaneously trying to reconcile our budgets this year. As it stands currently, due to drop in enrollment and attendance and with the current funding formulas, both of our schools will be relying on significant portions of our reserves to bridge the funding gap for this school year.

Due to COVID disruptions, restricted funds for required programs, and other funding sources, our Budgets are very theoretical and very fluid at this point in the year, much more than in the past. As the State Legislature has yet to finalize funding for the 2021-22 school year, it is quite a challenge to reconcile the funding and expenses and then work on a budget for the 2022-23 school year. The bridge funding for schools is expected to be addressed by the legislature in May and June but will not likely be implemented until July.

Many expect the school funding gap to be addressed by the legislature and many more expect that this eventual remedy will include charter schools. These assumptions are quite premature and speculative. This is important to remember as we are looking at the planning for programs and offerings next school year, especially as there will be plenty of state mandated programs that our schools will need to implement and oversee in the Fall. There will likely be significant time, resources, and/or funding issues to address.

As much of school funding and budgets for this school year will not be realized before June, this becomes one of the important aspects related to cash flow and reserve funds. This is why our River and Orchard schools can weather these issues currently, when so many other Charters have not been able to. Our own GV Tahoe School was one of these schools that suffered and eventually had to close, due to low cash flow and reserves. This is one of the primary areas of responsibility and oversight that the Board is responsible for, related to our Fiduciary Duty to the organization.



Seeking Board Member Candidates

As part of our ongoing search for highly qualified Board Candidates, The BOT continues to recruit new candidates for service for the upcoming school year. Contact the Board now to get more information and determine your qualifications.

Do you value the Public Waldorf-Inspired Education that your student receives from Golden Valley? Do you want to ensure that this education is available to others? If so, consider serving on the Golden Valley Board of Trustees. The Board continues to seek qualified candidates that have been actively involved in the Golden Valley School community and are looking to further the mission and vision of the schools, with their joyful service to GVCS. Interested parties should contact the Board at [bot@gvcharter.org](mailto:bot@gvcharter.org) for more information.

Warm regards,

Heather Fraser Hurtt  
Board Of Trustees, Chair  
Golden Valley Charter Schools



GOLDEN VALLEY  
CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT  
Submitted by Caleb Buckley, EdD

May 11, 2022

*K-8 Tuition-Free Public Waldorf Schools*

## THE CHARTER MANAGEMENT OFFICE

Soon we will conclude the school year with 175 days at River and Orchard and just that seems like a huge accomplishment, given the last few years. Each school celebrated a May Fair and had 8<sup>th</sup> grade projects presented in addition to class plays. May feels like a new beginning again.

Next year Golden Valley will focus on building community. There will be a calendar of speakers, festivals, plays, and fundraisers. At registration day in August we plan to have school T-shirts for students and faculty. Next year Golden Valley will be providing breakfast and lunch for free to any student who wants it. There will also be an afterschool program free of charge to all grade school students with lots of enrichment classes. In addition to free meals and free after school programs, Golden Valley will be running a summer enrichment program June 2023. The theme for these offerings is to build community relationships and strengthen the mission of our schools.

On the budget side, we have an operating deficit for our regular program but lots of state funding for new programs. Our biggest need continues to be to grow enrollment and fill our classes, since the school only gets revenue when children attend.

The school administration looks forward to supporting all of the end of year events and filling open positions to set the school up for success in the Fall.



## GOLDEN VALLEY ORCHARD SCHOOL



As we move to the close of the school year, Orchard campus is grateful for the increase in activities and participation on campus. Parent volunteers are on the rise helping with the art auction projects, field trips, and classroom activities. For the first time in two years, we had a class play that the community was able to attend. Our eighth graders gave their presentations highlighting their knowledge of a topic of their choice. They presented with grace and knowledge, offering insight and interest to the audience. The highlight of the events was the Orchard May Festival. The faculty and staff were delighted to be able to open the festival to the greater community. Many thanks to the Festival Committee, comprised of the Orchard Kindergarten teachers, who organized the event ensuring beauty and reverence. The day was perfect. The May King and Queen led our first graders as they sprinkled rose petals for our 8th graders who danced with joy and beauty.

Orchard May 1, 2022 Enrollment					
	21.22	20.21	19.20	18.19	17.18
TK	~	15	15	20	13
K	~	35	29	26	33
ABK	21	10	N/A	N/A	N/A
LBAK	8	20	22	24	19
OBK	22	18	22	22	22
1	30	26	30	29	31
2	30	30	29	26	31
3	28	24	24	20	30
4	24	25	27	30	30
5	26	28	29	27	30
6	24	29	31	29	27
7	27	26	25	23	29
8	25	22	25	28	N/A
Total	265	258	264	258	255

## GOLDEN VALLEY RIVER SCHOOL



The River School celebrated Earth Day this year with a River cleanup. Thanks to parent Genevieve Buckley and Student Council Faculty Liaison Amanda Parker for organizing this. Last Friday the 8<sup>th</sup> grade danced the May Pole in the afternoon. Parents of grades one and eight attended as well as all the students grades 1-8. Our 8<sup>th</sup> grade also just completed their class trip and jumped into presenting their 8<sup>th</sup> grade projects. After a few weeks without any Covid cases, we had a teacher and a couple of students out sick last week. 5<sup>th</sup> grade and 3<sup>rd</sup> grade both performed class plays – each with its own pharaoh. 3<sup>rd</sup> grade will be hosting a tour of their building projects next week. 6<sup>th</sup> grade was able to attend the Medieval Games in Nevada City on Friday. All of the end of year events make for a hectic schedule but we are overjoyed to have the many opportunities to be together and build community at the River School.

River May 1, 2022 Enrollment					
	21.22	20.21	19.20	18.19	17.18
TK	~	24	25	27	22
K	~	38	39	39	32
CBK	20	19	20	20	10
LBK	22	23	22	23	22
PBK	22	24	22	23	20
1 <sup>st</sup>	28	30	31	31	31
2 <sup>nd</sup>	30	29	29	31	30
3 <sup>rd</sup>	30	26	29	29	30
4 <sup>th</sup>	26	24	28	29	30
5 <sup>th</sup>	27	23	30	28	27
6 <sup>th</sup>	27	31	30	26	29
7 <sup>th</sup>	21	24	29	20	29
8 <sup>th</sup>	20	22	17	28	25/24
1 <sup>st</sup> HS	10	4	8	9	N/A
2 <sup>nd</sup> HS	3	7	7	4	N/A
3 <sup>rd</sup> HS	6	7	4	4	N/A
4 <sup>th</sup> HS	3	3	3	1	N/A
5 <sup>th</sup> HS	0	3	2	N/A	N/A
Total	295	299	311	306	307



## MARKETING &amp; COMMUNICATION

**Marketing:** Social Media posting for GVCS is at least three times a week and up to daily. Enrollment postcards for 22-23 are printed and physically available at the school sites for distribution. We have marketing campaigns set for advertising for transitional kindergarten students.

**Website Project:** Is in mapping and migration stage. We will have one domain for the CMO and all the schools and hope to have it live by the end of June.

**Retention, Social Media, & Newsletters:** Many photos with an insider's look into the schools are being communicated online and through newsletters. We began to offer school tours for the families who have accepted enrollment for the 22-23 school year.

**Outreach:** Ms. Oi, the Ladybug Afternoon Kindergarten Teacher, will offer an example day in the kindergarten for prospective families. Our goal is to invite Transitional Kindergarten families. We have a Parent Enrichment event for Thursday, May 19<sup>th</sup> for the community and general public with Jack Petrash. We plan to have a community picnic before the presentation and to invite new families and the general public.



## SPECIAL EDUCATION AND ASSESSMENTS

Case managers are working hard to wrap up end of year assessments, meetings, data and trials collection, and writing benchmark progress reports. Both campuses' Ed Support/SpEd teams have done a great job working together to support the individual needs of our students. Their work and service is invaluable.

Golden Valley will once again be offering Extended School Year for recommended students on an IEP. ESY will be offered Monday-Thursday starting May 30th - June 30th at the River campus.

There are positions which will need to be filled for the SpEd/Ed Support programs at both campuses, and the hiring process has already begun for the 2022/23 school year.

## COMPLIANCE AND ACCOUNTABILITY

The Transitional Kindergarten Committee has been meeting every couple of weeks to collaborate on all sections of the Universal Pre-K Plan that must be approved by the board in June. There have been many discussions with other schools, charter school advocacy organizations, Sacramento County Office of Education (SCOE), and California Department of Education about how the new mandates will impact Golden Valley's birthdate cutoffs. Starting in 2025, students that turn 4 by September 1<sup>st</sup> will be eligible for transitional kindergarten. This is significantly different than our current birthdate cutoffs and will have a ripple effect through the grades moving past 2025.

Golden Valley is partnering with SCOE for the Early Educator Teacher Development Grant. These funds will help fund professional development for our Early Childhood faculty and staff. This grant will also allow Golden Valley staff to take part in credential and course programs housed by SCOE and other partners. The county staff have been very impressed with the early childhood program at Golden Valley and are looking forward to coming to visit our sites to witness the magic of our beautiful early childhood classes.

The LCAP survey has gone out to the community to seek input from all of our educational partners. A copy of each school's draft LCAP goals and actions will be sent out to the community as another opportunity for educational partners to ask questions and give feedback on specific goals and actions. This feedback is very helpful in making annual changes and priorities for the next school year.

The LCAP, Expanded Learning Program Plan, and Universal Pre-K Plan will all come to the board for review and approval before the close of the school year.

## DEVELOPMENT

**Pledge-a-Thon** – The Pledge-a-Thon was successful. Orchard raised \$5,112 with 23 donors, 18 of them new, and 6 are monthly pledges. River raised \$9,547 with 39 donors, 30 of them are new. 11 pledges are monthly pledges.

**Annual Giving Campaign** – The Pledge-a-Thon has brought us closer to our goal of \$100,000 per school. Actuals to date: River \$75,875 with total pledges at \$92,422. Orchard actuals are \$53,459 with total pledges of \$77,020.

**Development CRM** – We are working on identifying our needs in the many areas that Development covers (i.e., annual giving, fundraisers, donor matching programs, corporate sponsorships, grants, and volunteer management). Our goal is to find a CRM software that will help us work smarter and not harder while increasing community and funds.

**Golden Valley Education Foundation** – The May Day online auction is live with many creative, cute, and desirable items.

We will host fireworks booths this year. Volunteers from both schools are needed.

DEVELOPMENT FUND CAMPAIGNS					
<i>Campaign</i>	<i>Donors/Households</i>	<i>YTD Rec'd</i>	<i>Pledged</i>	<i>Goal</i>	<i>Goal (%)</i>
AGC - Orchard	114/195	\$53,459	\$77,020	\$100,000	77%
AGC - River	140/255	\$75,875	\$92,422	\$100,000	92%
AGC - Tahoe	43	\$65,026	\$65,026	--	--
AGC - Unclassfd	1	\$98	\$98	--	--
GVEF 9/21 (Fireworks)	--	\$40,000 (\$36,003)		--	--
GVEF 10/21 (Eagle Chase)	--	\$40,000 (\$35,825)		--	--
Amzn Smile (GVEF)	--	\$742		--	--
Farm Fresh	--	\$768		--	--
BadFish Coffee	--	\$219			
<b>Total to Date</b>		<b>\$276,799</b>			
<b>Projected Total</b>				<b>\$316,887</b>	

\*Annual Giving includes Benevity.

## ENROLLMENT

**Enrollment** - Golden Valley Charter Schools has 111 students accepted for the 22-23 school year. We have enrollment opportunities available for Transitional Kindergarten, fifth, sixth, seventh, and eighth grade at the Orchard School and fifth and eighth grade at the River School. We are accepting applications and have recorded Parent Information Meetings available to send to interested families to begin the enrollment process.

Our enrollment projections for the 22-23 school for Orchard and River Schools is similar to past years. We had a lot of change over previous years due to Distance Learning, Covid-19 guidelines, and many families moving or deciding to homeschool. Our focus for enrollment, will be retention and onboarding the new families and having an on-campus connection and meet and greet before we end for summer break. We expect the loss of accepted enrollment as well as current enrollment to be less than the two previous years.

Pre-registration for the 22-23 school year began on Tuesday, March 29<sup>th</sup> with the new Aeries online system link. Incoming families are now able to upload and input their student's information directly into the student information system. Our Student Services Coordinator is receiving the information, reviewing it, and printing completed ones to create the cume. This new process is streamlining the work flow in the office.

ORCHARD ENROLLMENT PROJECTIONS			
	22-23	21-22	20-21
TK			20
K			34
ABK	22	23	22
OBK	22	23	22
LBAK	8	11	10
1	32	31	31
2	32	30	31
3	32	30	31
4	30	30	28
5	28	27	30
6	29	30	30
7	28	30	31
8	28	28	25
Total	291	293	291

## ENROLLMENT

RIVER ENROLLMENT PROJECTIONS			
	22-23	21-22	20.21
TK		25	24
K		39	37
CBK	21	21	17
LBK	24	22	22
PBK	24	22	22
1	34	31	33
2	32	30	31
3	32	30	31
4	30	30	30
5	29	29	30
6	30	28	30
7	30	30	30
8	23	24	29
1 Home Study	6	5	4
2 Home Study	6	3	9
3 Home Study	3	6	6
4 Home Study	7	7	4
5 Home Study	n/a	2	3
Total	331	320	331

ENROLLMENT

Orchard Enrollment Movement 03/01-03/31				
	May 1	Gain	Loss	May 31
TK/K				
1				
2				
3				
4				
5				
6				
7				
8				
<b>Total Enrollment</b>	<b>265</b>			<b>265</b>
River Enrollment Movement 1/1-1/31				
	May 1	Gain	Loss	May 31
TK/K				
1		1	1	
2				
3				
4				
5				
6				
7			1	
8				
<b>Total Enrollment</b>	<b>295</b>	<b>1</b>	<b>1</b>	<b>295</b>

MINUTES ATTACHMENTS 2022.05.11



# Golden Valley Charter Schools



GOLDEN VALLEY  
CHARTER SCHOOLS

## FISCAL AND OPERATING POLICIES 2022

<https://www.goldenvalleycharter.org/>  
1000 River Rock Drive  
Folsom , CA 95662

Phone: (916) 587-1478  
Fax: (916) 529-4160

MINUTES ATTACHMENTS 2022.05.17

## 100 INTERNAL CONTROL POLICIES

### 101 INTRODUCTION

Internal control policies provide **Golden Valley Charter Schools** with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, **Golden Valley Charter Schools** has additional responsibilities to ensure the public's confidence and the integrity of the School's activities.

### 102 COMPLIANCE WITH LAWS

**Golden Valley Charter Schools** will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of **Golden Valley Charter Schools** :

#### A. Political Contributions

No funds or assets of **Golden Valley Charter Schools** will be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of **Golden Valley Charter Schools** for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited.

**Golden Valley Charter Schools** also, will not be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities:

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns.



## B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of **Golden Valley Charter Schools**.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

## 200 ORGANIZATIONAL CONFLICT OF INTEREST OR SELF-DEALING (RELATED PARTIES)

**Golden Valley Charter Schools** will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to **Golden Valley Charter Schools** or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.

- D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School.

## **201 Organizational Conflict of Interest or Self-Dealing (Related Parties) - continued**

Thus, **Golden Valley Charter Schools** will be guided by the principles of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father-in-law, mother-in-law, sister-in-law and brother-in-law of a board member or school employee.

## **202 Board of Trustees Authorities**

The Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with **San Juan Unified School District** pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Trustees will meet monthly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

### 203 Signature Authorities

To properly segregate duties within the Charter School, the **Executive Director** AND the Treasurer OR the Secretary are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than **\$25,000.00** will require **2** signatures prior to check issuance.

### 204 Government Access to Records

The Business Manager or contracted business back-office services provider will provide access to the organization's records to the **San Juan Unified School District's** Charter School Fiscal Unit and provide supporting records, as requested, in a timely manner.

### 205 Security of Financial Data

The system's accounting data must be backed up daily by the business back-office services provider to ensure the recoverability of financial information in case of hardware failure. The backup will be stored in a fire safe area and properly secured.

All other financial data, petty cash box, unused checks and unclaimed checks will be secured by **Golden Valley Charter Schools 's School Business Manager** or the business back-office services provider from unauthorized access.

### 206 Security of School Documents

Originals of the following corporate documents are maintained, and their presence is verified on a periodic basis:

- A. Charter and all related amendments
- B. Minutes of the Board of Trustees and subcommittees
- C. Banking agreements
- D. Leases
- E. Insurance policies

- F. Vendor invoices
- G. Grant and contract agreements
- H. Fixed asset inventory list

## 207 Use of School Assets

No employee may use any of the School property, equipment, material or supplies for personal use without the prior approval of **Golden Valley Charter Schools's School Business Manager** or **Executive Director** .

## 208 Use of School Credit Cards

- A. Charter School credit cards should only be issued with the formal approval of the Board of Trustees and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued, they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.
- B. Credit cards have been issued to the following **Golden Valley Charter Schools** administrators as approved by the Executive Board and with the corresponding purchasing threshold/limit: The limits of some key personal may be increased/decreased by the **Executive Director** or Board of Directors during certain times of the year based on potential upcoming projects.

<i>Title</i>	<i>Individual</i>	<i>Spending Threshold</i>
HIGHEST LEVEL - WELLS FARGO	Caleb Buckley	\$25,000.00
CALCARD	Teacher Teacher	\$500.00
CALCARD	Leadership Leadership	\$2,000.00
<i>Various Positions</i>	Various Positions Various Positions	\$1,000.00
<i>See Above</i>	See Above See Above	\$500.00
<i>See Above</i>	See Above See Above	\$500.00
<i>See Above</i>	See Above See Above	\$500.00

- C. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the **School Business Manager** , unless not deemed independent than the approval would be by the Board of Trustees.

### 300 FINANCIAL MANAGEMENT POLICIES

#### 301 **Basis of Accounting**

The Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting.

#### 302 **Accounting Policies**

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Governmental Accounting Standards Board (GASB), including Statement of Governmental Accounting Standards No. 34 – Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments. GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles.

#### 303 **Basis of Presentation**

The accounts of **Golden Valley Charter Schools** are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues, and expenditures. **Golden Valley Charter Schools** uses a Checking Account at **Wells Fargo** as its Main Fund. This main fund is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

#### 304 **Revenues**

Under the accrual basis of accounting, revenues are recognized when earned.

#### 305 **Expenditures**

Under the accrual basis of accounting, expenses are recognized when services are incurred, or goods are received.

### **306 Incurred Costs**

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows: Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

### **307 Cash Management**

- A. The School maintains cash accounts at the following banks
  - a. **Golden Valley Charter Schools** has 2 Operating Account(s) at – **Wells Fargo, Wells Fargo**
  - b. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the **Executive Director** for collection. Appropriate collection procedures are initiated, if necessary.

### **308 Grants Receivable Aging Criteria**

Accounts receivable outstanding is aged on a thirty, sixty, ninety, and over ninety-day basis.

### **309 Grant/Contract Invoicing**

- A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
- B. The invoicing format is that specified by the funding source.

### **310 Budgets**

- A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projection are reviewed and approved by the Board of Trustees, at the annual meeting and modified, as necessary.

- B. Financial statements displaying budget vs. actual results are prepared by the back-office services provider and reviewed by the **Executive Director** and presented to the Board of Trustees at each monthly board meeting.

### 311 Insurance and Bonding

- A. The School maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
  - a. General liability
  - b. Business & personal property (including auto/bus)
  - c. Computer equipment
  - d. Workers' compensation
  - e. Personal injury liability
- B. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

### 312 Record Retention and Disposal

- A. Records are maintained for the following indicated minimum periods:
  - a. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.
  - b. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.
- B. All financial records are maintained in chronological order, organized by fiscal year.
- C. In connection with the disposal of any records, a memorandum of record disposal is prepared by the **School Business Manager** listing the record or the class of records to be disposed of. The Board of Trustees must certify this memorandum of records disposal before secure destruction of items.

### 313 Financial Reporting

The back-office services provider maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
  - a. Financial statements for audit
  - b. Annual budget
- B. Monthly:
  - a. Trial balance
  - b. Internally generated budget vs. actual financial statements
  - c. Billing invoices to funding sources
  - d. Updating the cash flow projection
- C. Periodically:
  - a. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
  - b. Other reports upon request

### 314 Audit

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with Government Auditing Standards and the Governmental Accounting Standards Board.

While the same audit firm may be used each year, every 3 years the Board of Trustees will select a new firm to complete the annual audit. As a way to quality control the services and ensure that our annual audit is thorough and based on most recent guidelines, the results can then be compared, and the decision made to select the "best" firm to continue working with.

The audit reports will be submitted to the granting agency, (starting 2002) CA Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m)).

### 315 Audit/Finance Committee



The Board of Trustees appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement.

Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Charter School and provide recommendations to the Board of Trustees.

#### 400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

##### 401 ASSETS

##### 402 Bank Accounts

Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks: **Wells Fargo**.

##### 403 Petty Cash Payments

To limit the cash on hand at school sites, **Golden Valley Charter Schools** encourage families to use electronic payments through the school's designated portal **NO PETTY CASH** for ease of accounting and record keeping. Therefore, there is no longer any petty cash kept on site at schools. Any cash received is accounted for and locked in the Administration office with the **NO PETTY CASH** until deposited.

#### 404 LIABILITIES AND FUND EQUITY

##### 405 Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

##### 406 Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

#### **407 Accrued Liabilities**

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

#### **408 Liability for Compensated Absences**

- A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:
- The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
  - The employee's right to receive the compensation for the future absences is vested or accumulates.
  - It is probable that the compensation will be paid.
  - The amount of compensation is reasonably estimable.
- B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

#### **409 Debt**

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.
- B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

## 500 REVENUE

### 501 Revenue Recognition

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

## 600 FACILITIES

### 601 Disposal of Property and Equipment

- A. No item of property or equipment shall be removed from the premises without prior approval from the **School Business Manager**.
- B. The School has adopted standard disposition procedures for Charter School staff to follow, which include an Asset Disposal Form (available in email format), which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

## 700 PROCUREMENT POLICIES

### 701 The School adheres to the following objectives:

- A. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
- B. Make all purchases in the best interests of the School and its funding sources.
- C. Obtain quality supplies/services needed for delivery at the time and place required.
- D. Buy from responsible sources of supply.
- E. Obtain maximum value for all expenditures.
- F. Deal fairly and impartially with all vendors.
- G. Maintain dependable sources of supply.

- H. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.

### 702 Purchase Orders

The Charter School will execute a digital Purchase Order for all purchases, and it shall be approved by the **Executive Director** for purchases less than **\$25,000.00** and by the Board of Trustees if greater than **\$25,000.00**.

### 703 Lease Agreements

All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the **Executive Director**. The agreement will identify all the terms and conditions of the lease.

## 800 TRAVEL POLICIES

### 801 Employee Mileage Reimbursement

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service. Reimbursement is allowed for the use of their own vehicle for business related travel over **5** miles.
- B. All employees requesting mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls paid. In addition, all reimbursements requests must be supported by invoices and receipts, where applicable.
- C. All paperwork is to be turned in to the **School Business Manager** within **1** month(s) of the end of trip in order to receive reimbursement.

## 900 CONSULTANTS AND CONTRACTORS

### 901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.

- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

## 902 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. Consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for several firms or persons at the same time.
- F. Will use his or her own stationery or time sheet in billing for services.

## PART II

### 1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for Golden Valley Charter Schools is established.

#### GENERAL LEDGER ACTIVITY

##### *Control Objective*

To ensure that all General Ledger entries are current, accurate and complete.

##### **Major Controls**

### A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

### B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

### C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

### Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the **School Business Manager** before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the **School Business Manager**.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals, and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms and are prepared and reviewed by qualified accounting personnel.
6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached and are approved by the **Executive Director**.
7. In the case of a stale check, defined as a check that has not been deposited by the payee within 90 days of issuance, the school will contact the payee that a stop payment has been placed on the previous check and a new check issued. This will prevent outstanding balances for longer than 90 days.

## GENERAL LEDGER CLOSE-OUT

### **Control Objective**

To ensure the accuracy of financial records and reports.

### **Major Controls**

#### **A. Trial Balance**

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

#### **B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers**

Reconciliations are prepared on a monthly basis.

### **Procedures**

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back-office business services provider to the **Executive Director**.
2. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back-office business services provider.
3. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

## **1100 - CASH MANAGEMENT PROCEDURES**

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

### **CASH RECEIPTS**

#### **Control Objective**

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

## Major Controls

### A. Cash Flow Projection

**Golden Valley Charter Schools** annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

### B. Cash Receipts Policies

**Golden Valley Charter Schools** has internal control systems in place to monitor cash receipts and ensure that deposits are made in a timely manner.

**Golden Valley Charter Schools** also uses electronic fund transfers to accelerate deposits.

### C. Internal Accounting Controls

- a. Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- b. Listed receipts and credits compared to accounts receivable and bank deposits.
- c. General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

## Procedures

### A. General

1. Mail is opened by the **School Business Manager** who sorts the checks and forwards them to the **Executive Director** or the appropriate recipient.
2. All checks are restrictively endorsed immediately by the **Executive Director**.
3. The Office Manager makes copies, prepares deposit slips, and faxes a copy to the back-office business services provider for journal entries.
4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
5. The back-office business services provider reviews and signs off on journal entries.
6. The back-office business services provider inputs journal entries.



7. Either the back-office business services provider or the **Executive Director** at each school makes deposits on a daily or bi-weekly basis. If deposits are made other than daily, the deposit is maintained in a secure area with limited access.
8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the **Executive Director** and the back-office business services provider on a monthly basis.

## CASH DISBURSEMENTS

### **Control Objective**

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

### **Major Controls**

#### **A. Cash Disbursement Policies**

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

#### **B. Internal Accounting Controls**

- i. Pre-numbered checks and special check protective paper.
- ii. Match disbursement records against accounts payable/open invoice files.
- iii. Bank statements reconciled to cash accounts and any outstanding checks verified by the back-office business services provider, if applicable.
- iv. Supporting documentation canceled to prevent resubmission for payment.
- v. Detailed comparison of actual vs. budget disbursements on a periodic basis.
- vi. Separation of duties to the extent possible for an organization the size of the School.

### **Procedures**

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the back-office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase

requisition, etc.) and submits the package to the **School Business Manager** for approval.

2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.
3. The **School Business Manager** approves checks, after examining the supporting documentation.
4. After having been approved and/or signed, the checks are mailed directly to the payee by receptionist.
5. All supporting documents are canceled (i.e. stamped PAID) by the signatory and filed by back-office business services provider.
6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
7. Bank statements are reconciled soon after receipt by either the back-offices business services provider and reviewed by the **School Business Manager** .

## 1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

### PERSONNEL REQUIREMENTS

#### **Control Objective**

To ensure that **Golden Valley Charter Schools** hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

#### **Major Controls** - Payroll Policies

#### **Procedures**

#### **New Employees**

1. Requests for new employees are initiated by the **Executive Director** and compared with the approved annual personnel budget.
2. New employees complete an Application for Employment.
3. New employees complete all necessary paperwork for payroll.

4. Employee is fingerprinted. Fingerprint clearance must be received by the school before any employee may start work.

### **Vacation and Sick Pay**

1. Employees accrue vacation time based on personnel policy of the **Golden Valley Charter Schools** .
2. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
3. Regular part-time employees will earn vacation time on a pro-rated bases based on personnel policy of the **Golden Valley Charter Schools** .
4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the **School Business Manager** .
5. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the **School Business Manager** and **Executive Director** .
6. Before vacation time is paid, a Vacation Authorization Request is to be prepared by the employee, which is reviewed and approved by the **Executive Director** .
7. The back-office business services provider monitors vacation and sick time by maintaining a log for each individual.
8. A General Journal entry is prepared at year-end to record the accrued vacation liability.
9. Unused vacation time is based on personnel policy of the **Golden Valley Charter Schools** .

PERSONNEL DATA  
TIMEKEEPING

#### ***Control Objective***

To ensure that payment for salaries and wages is made in accordance with documented time records.

#### ***Major Controls***

##### **A. Timekeeping Policies**

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

#### **B. Time Sheet**

Labor hours are accurately recorded and any corrections to timekeeping records including the appropriate authorizations and approvals, are documented.

#### **C. Internal Accounting Controls**

Reconciliation of hours charged on time sheets to attendance records.

### **Procedures**

#### **Time Sheet Preparation**

1. Hourly and salary employees prepare time sheets on a monthly basis.
2. In preparing time sheets, employees:
  - i. Enter hours in ink and sign the completed timekeeping record
  - ii. Make all corrections in ink by crossing out the error and initialing the change.
  - iii. Submit the completed time sheet to the Administrative Assistant or Receptionist.

#### **Approval and Collection of Time Sheets**

1. Each employee's time sheet is forwarded to the Administrative Assistant or Receptionist on a monthly basis, which ensures all the timesheets are submitted in a timely manner. The Administrative Assistant or Receptionist forwards the timesheets to the **School Business Manager** who reviews and approves them.
2. Authorized timesheets are collected by the Administrative Assistant or Receptionist and forwarded to the back-office business services provider for processing.

#### **Reconciliation of Payroll to Time Sheets**

1. Hours shown on time sheets are reconciled to the hours recorded on the U Attend, facial recognition time clock system. Each employee has an account, and an electronic data file is created that records each log in and log out to document

time in, time out, and breaks. These logs are reviewed by the **Executive Director** or their designee for each time sheet period.

## PREPARATION OF PAYROLL

### **Control Objective**

To ensure that payment of salaries and wages is accurately calculated.

### **Major Controls**

- A. Internal Accounting Controls
  - i. Time records are periodically reconciled with payroll records.

### **Procedures**

1. The **School Business Manager** forwards approved time sheets to the back-office business services provider.
2. The total time recorded on time sheets and the number of employees is calculated by the back-office business services provider.
3. Recorded hours from the monthly time sheets are accumulated by the back-office business services provider and communicated to the Payroll Service via modem or input into the in-house payroll software.
4. The payroll documents received from the in-house payroll software (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the back-office business services provider.
5. The back-office business services provider verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the back-office business services provider.
7. The Payroll Register is reviewed and approved by the **School Business Manager**.

## PAYROLL PAYMENT

### **Control Objective**

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

## PAYROLL WITHHOLDINGS

### **Control Objective**

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

### **Major Controls**

#### A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

#### B. Internal Accounting Controls

The back-office business services provider determines and verifies payroll withholdings.

### **Procedures**

1. The back-office business services provider determines and verifies payroll withholdings for each employee. These are summarized by pay period and recorded in the General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back-office business services provider.
3. The back-office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back-office business services provider.

## 1300 DEPRECIATION

### **Procedures**

1. The School capitalizes all fixed assets when acquired and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Charter School will use the straight-line method of depreciation over the assets useful life as determined as follow:

<b>COMPUTERS</b>	3 years
<b>OFFICE EQUIPMENT</b>	5 years
<b>VEHICLES</b>	5 years
<b>LEASEHOLD IMPROVEMENTS</b>	Life of lease or 5 years whichever is greater
<b>BUILDING IMPROVEMENTS</b>	20 years
<b>BUILDING</b>	30 years

#### 1400 EXPENSE REIMBURSEMENT

##### **Control Objective**

To ensure the School pays for only authorized business expenses.

##### **Major Controls**

###### A. Travel Policies

The School has adopted policies on travel reimbursement.

###### B. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses of **0** or over (provided they are not on a per diem basis) and company credit card purchases.

###### C. Internal Accounting Controls

- i. Justification for travel approved by **Executive Director**
- ii. Documentation for incurred employee expenses
- iii. Documentation for company credit card purchase.

## Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding **5** days, an employee who seeks reimbursement for authorized expenses completes a Travel Report detailing the expenses incurred, attaching originals of supporting documentation.
2. All credit card purchases are supported by invoices in order to be reimbursed.
3. The employee's Travel Report and credit card purchases invoices are reviewed and approved by the **School Business Manager**.

## 1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

### ANNUAL BUDGET

#### *Control Objective*

To effectively support the preparation of the annual budget and its periodic review.

#### *Major Controls*

1. Budget Process  
The **Executive Director** works with the back-office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projection are submitted to the Board of Trustees for approval.
2. Internal Accounting Controls  
Accuracy and completeness of the budget and projections

#### *Procedures*

1. In preparation of the annual operating and capital budget and cash flow projection, the back-office business services provider prepares a preliminary budgets and projection for review by the **Executive Director** in consultation with the school staff.



2. To support budgets and projection estimates, the back-office business services provider prepares current year-to-date financial data with projections of year-end totals.
3. The back-office business services provider and the **Executive Director** review the budgets and projection submitted for completeness and reasonableness.
4. The Board of Trustees approves and adopts the final budgets and projection.
5. The adopted budgets totals are entered in the General Ledger by the back-office business services provider for the new fiscal year, in order to prepare budget to actual reports.

## FINANCIAL REPORTING

### **Control Objective**

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

### **Major Controls**

- A. Schedule  
Monthly managerial reports are prepared based on a schedule.
- B. Review and Approval  
Financial reports are reviewed for accuracy and completeness.
- C. Audit  
The annual financial statements of the **Golden Valley Charter Schools** are audited by a certified public accounting firm.

### **Procedures**

1. The back-office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.
2. **Golden Valley Charter Schools** submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with Governmental Auditing Standards
3. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

## PAYROLL TAX COMPLIANCE

### **Control Objective**

To accurately prepare and file required tax documents on a timely basis.

### **Procedures**

1. The School maintains a schedule of required filing due dates for:
  - i. IRS Form W-2 - Wage and Tax Statement.
  - ii. IRS Form W-3 - Transmittal of Income and Tax Statements.
  - iii. IRS Form 940 - Employer's Federal Unemployment (FUTA) Tax Return.
  - iv. IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
  - v. IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
  - vi. Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents, and the supporting schedules are reviewed and approved by the back-office business services provider for accuracy and completeness.



# Golden Valley Charter Schools Fiscal Policies and Procedures Review

Best Practices

May 11, 2022

MINUTES ATTACHMENTS 2022.05.11

# *A Framework for all Fiscal Operations*

- ❑ **Internal Control Policies**
- ❑ Conflict of Interest or self-dealing (related parties).
- ❑ Policies Related to Assets, Liabilities, and Fund Equity
- ❑ Revenues & Expenditures
- ❑ Procurement Policies
- ❑ **Segregation of Duties**
- ❑ Travel Policies

# Sound Internal Controls

- Sound financial management includes:
  - Establishing, implementing and monitoring proper internal controls and accounting policies and procedures.
  - This is principal mechanism for preventing fraud or illegal acts
  - Do employees have a mechanism to report questionable or suspicious activities for investigation?

## Segregation of Duties

- ❑ Lack of clear segregation of duties exposes the school to a higher risk of cash skimming, delayed deposits, or other errors or irregularities.
- ❑ No single employee should handle a transaction from initiation to reconciliation, and no single employee should have custody of an asset, such as cash, and the records of its transactions.
- ❑ Having effective internal controls for **fundraising** events, significantly reduces the risk that anyone participating in the event will be accused of impropriety

## Consistent Routines: Review of Specific Financials

- ❑ Schools may establish a finance or budget committee for second level of review
- ❑ Complacency or lack of scrutiny and detailed review of monthly financials can lead to unnecessary problems.
- ❑ There should be more than one person that reviews the credit card, and bank statement and compares it to the original receipts for documentation.

# Financial Audit and Authorizer Oversight

- Governing board selects independent audit firm
  - Audit reports provide the highest level of financial statement assurance
  - The annual independent audit can serve to monitor whether policies and procedures are being followed and to determine compliance with applicable state and federal regulations.
  
- Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of authorizer
  - Has the business office taken immediate action to correct annual audit findings?
  - Are the schools involved in developing action plans to ensure that the findings do not recur?



May 25, 2022  
Regular Meeting of the Board of Trustees

Regular Meeting Minutes

1. **Chair Fraser-Hurtt called the meeting to order at 4:32 p.m.**
2. **Roll Call –**  
**Board Members Present:** Heather Fraser Hurtt, Chair, Jennifer Huetter, Katie Gerski-Keller, Ekaterina Khmelniker, Stephen Quadro.  
**Board Members Absent:** None.  
**Guests:** Amala Easton, Caleb Buckley, Barbara Ames, Jennifer Hoover, Katie Alanis, Alfred LaCoste, Jenni Walthard.
3. **Flag Salute/Quote/Moment of Silence –** Executive Director Caleb Buckley read the Peacefulness Virtue Card.
4. **Public Comment –**  
Chair Fraser-Hurtt opened public comment.  
There were no public comments.
5. **GVOS Local Control Accountability Plan PUBLIC HEARING –**  
Chair Fraser-Hurtt opened a public hearing to receive comments on Golden Valley Orchard School's (GVOS) Local Control Accountability Plan (LCAP). There were no comments. THE HEARING WAS CLOSED.
6. **GVRs Local Control Accountability Plan PUBLIC HEARING –**  
Chair Fraser-Hurtt opened a public hearing to receive comments on Golden Valley River School's (GVRs) Local Control Accountability Plan (LCAP). There were no comments. THE HEARING WAS CLOSED.
7. **2022-2023 Budget, GVOS –**  
The board discussed the 2022-2023 budget for Golden Valley Orchard School.
8. **2022-2023 Budget, GVRs –**  
The board discussed the 2022-2023 budget for Golden Valley Orchard School.
9. **Universal Pre-Kindergarten Plan –**  
Action: Jennifer Hoover presented the Universal Pre-Kindergarten Plan for Golden Valley Orchard and Golden Valley River. It was moved by Ms. Huetter and seconded by Mr. Quadro that the Board approve the Golden Valley Universal Pre-Kindergarten Plan.

MOTION APPROVED UNANIMOUSLY (Ayes: 5, Noes: 0, Abstain: 0)

May 25, 2022  
Regular Meeting of the Board of Trustees

**10. Strategic Plan Update –**

Discussion: The Vice Chair, Jennifer Huetter, will provided an update to the Strategic Plan process; the committee will bring a vision, mission and values statement to the next meeting for action; the strategic priorities will be brought to community in October.

**11. Volunteer Policy –**

Discussion: The board discussed the volunteer policy.

**12. GVCS Board Planning –**

Discussion: The board discussed future agenda items and the 2022/2023 Board of Trustees Meeting calendar. Future agenda items: appointment of new board members, volunteer policy action, vision/mission/goals action, fiscal policy action, GVEF discussion, budget action, LCAP action, ELOP action, instructional minutes action, Tahoe closeout.

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

**14. Chair Fraser-Hurttt adjourned the meeting at 6:12 p.m.**

*Respectfully submitted by Amala Easton.*

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**Heather Fraser-Hurttt, Chair**

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**Date**

# 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.	The 2020-21 CAASPP 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 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 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.

<p>Broad Course of Study (local indicator) for all students including pupils with exceptional needs.</p>	<p>In 2020-21, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>	<p>In 2021-22, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>
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Fastbridge ELA	2021 data will become the baseline.	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.	[Intentionally Blank]	[Intentionally Blank]	Maintain or improve performance as measured by Fastbridge Reading.
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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	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 #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	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 #7	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 #8	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 #	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
Action #10	Math Intervention Supports and Services for UPP subgroups	Staff and supports will be utilitted to implemented target math interventions for UPP student subgroups that, based-on local and state assessment data, require targeted and intensive math intervention services.		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.

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
Provide Parent Enrichment opportunities to all parents.	In 2020-21, GVOS was able to offer 7 virtual parent enrichment opportunities on various relevant topics.	In 2021-22, GVOS was able to offer two virtual and one in-person parent enrichment opportunities on various relevant topics.	[Intentionally Blank]	[Intentionally Blank]	GVOS offered parent enrichment opportunities for all parents.

## Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	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

Action #	Title	Description	Total Funds Contributing	
Action #2	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 #3	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 #4	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 #5	Parent Circle	GVOS will continue our Parent Circle group to help support school events, teachers, staff, students, and programs.	\$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.

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

## 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 #	Title	Description	Total Funds Contributing	
Action #2	Student Survey	Students in grades 5 and higher will take the annual student feedback survey.	\$100.00	No
Action #3	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 #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 #	Title	Description	Total Funds Contributing	
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
<p>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.</p>	<p>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.</p>	<p>Data will be reported in 2022-23</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>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.</p>

<p>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.</p>	<p>The 2020-21 CAASPP was not administered, local assessments were used in lieu of CAASPP. The 2021-22 CAASPP data will be reported in Year 2 Outcomes.</p>	<p>The 2020-21 CAASPP was not administered, local assessments were used in lieu of CAASPP. The 2021-22 CAASPP data will be reported in Year 2 Outcomes.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>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.</p>
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## Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Math Curriculum			Yes
Action #2	Targeted and Intensive Math Interventions	<p>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. Title I, Part A fund will be utilized for the implementation of this action.</p>	\$20,718.00	Yes
Action #3	Lower grades math curriculum	<p>The school will research, purchase, train and implement a new math curriculum for grades 3-5.</p>	\$1,000.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #4	After-school math support and tutoring for grades 6-8	Unduplicated pupils in grades 6-8 that are performing below grade level standards in math, based on assessment or report card data, will be provided with opportunities for after school math support, interventions, and tutoring.		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.

## 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)
\$2,307,278.00	\$122,517.00	\$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
5.31%	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

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

Staff-to-student ratio of certificated staff providing direct services to students	1 to 17.4	
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## 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	\$410,147.56

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	Educational Support Staff		\$127,403.00	\$0.00	\$0.00	\$0.00	\$127,403.00
2	2	Instructional Aides	All	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
2	2	Supplemental Instructional Materials and Supplies	All	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
2	3	Professional development		\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2	4	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	5	Intervention Curriculum		\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
2	5	Specialty Class Staff	All	\$131,830.00	\$0.00	\$0.00	\$0.00	\$131,830.00
2	6	Instructional Materials and Supplies	All	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
2	7	Illuminate DnA	All	\$4,610.28	\$0.00	\$0.00	\$0.00	\$4,610.28
2	8	Math Intervention Supports and Services for UPP subgroups		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	1	Diversity, Equity and Inclusion Committee	All	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
3	1	Parent Engagement, Support Services, and Supplies	All	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
3	2	Aeries Communication Square	Parent	\$7,200.00	\$0.00	\$0.00	\$0.00	\$7,200.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	Parent Enrichment Opportunities	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
3	4	Parent Circle	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	1	Social-Emotional Screener and Interventions		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	2	Student Survey	All	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00
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	Math Curriculum		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	1	Targeted and Intensive Math Interventions		\$0.00	\$0.00	\$0.00	\$20,718.00	\$20,718.00

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
5	3	After-school math support and tutoring for grades 6-8		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



## 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	5.31%	0.00%	5.31%	\$131,403.00	0.00%	0%

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$131,403.00	\$152,121.00
<b>LEA-wide Total:</b>	\$131,403.00	\$131,403.00
<b>Limited Total:</b>	\$0.00	\$20,718.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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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	1	Educational Support Staff	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	\$127,403.00	0%
2	3	Professional development	Yes	LEA-wide	English Learners, Low Income	All schools	\$1,000.00	0%
2	5	Intervention Curriculum	Yes	LEA-wide	English Learners, Low Income	All Schools	\$2,000.00	0%
2	8	Math Intervention Supports and Services for UPP subgroups	Yes	Limited	Low income, EL, and Homeless/Foster students			0%
4	1	Social-Emotional Screener and Interventions	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	\$0.00	0%
5	1	Math Curriculum	Yes	LEA-wide	Low-Income	All schools		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	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	\$148,126.52	\$-17,723.52	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (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	0.00%	0.00%
2	2	Intervention Curriculum	Yes	\$2,000.00	\$4,184.26	0.00%	0.00%
2	3	Professional development	Yes	\$1,000.00	\$925.00	0.00%	0.00%
4	1	Social-Emotional Screener and Interventions	Yes	\$0.00	\$0.00	0.00%	0.00%



## 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	\$2,088,971.00	\$117,651.00	0.00%	5.63%	\$148,326.52	0.00%	7.10%	\$-3,070,787.37	47.00%



## 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

### **Requirements and Instructions**

#### **General Information**

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

## **Reflections: Successes**

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

## **Reflections: Identified Need**

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

## **LCAP Highlights**

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

## **Comprehensive Support and Improvement**

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

**Schools Identified:**

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

**Support for Identified Schools:**

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

**Monitoring and Evaluating Effectiveness:**

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

## Engaging Educational Partners

### Purpose

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

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

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

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

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

## **Requirements and Instructions**

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

**Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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



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

## Goals and Actions

### Purpose

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

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

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

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP. In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

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

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

### Focus Goal(s)

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

## Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

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

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

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

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

### **Actions:**

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with

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

**Actions for English Learners:**

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

**Actions for Foster Youth:**

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

**Goal Analysis:**

Enter the LCAP Year

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



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

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

### **Purpose**

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

sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## **Requirements and Instructions**

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

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

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

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

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

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

**Required Descriptions:**

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

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

**Principally Directed and Effective:**

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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



staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 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).

# 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](mailto: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.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley Orchard

CDS Code: 34674470132399

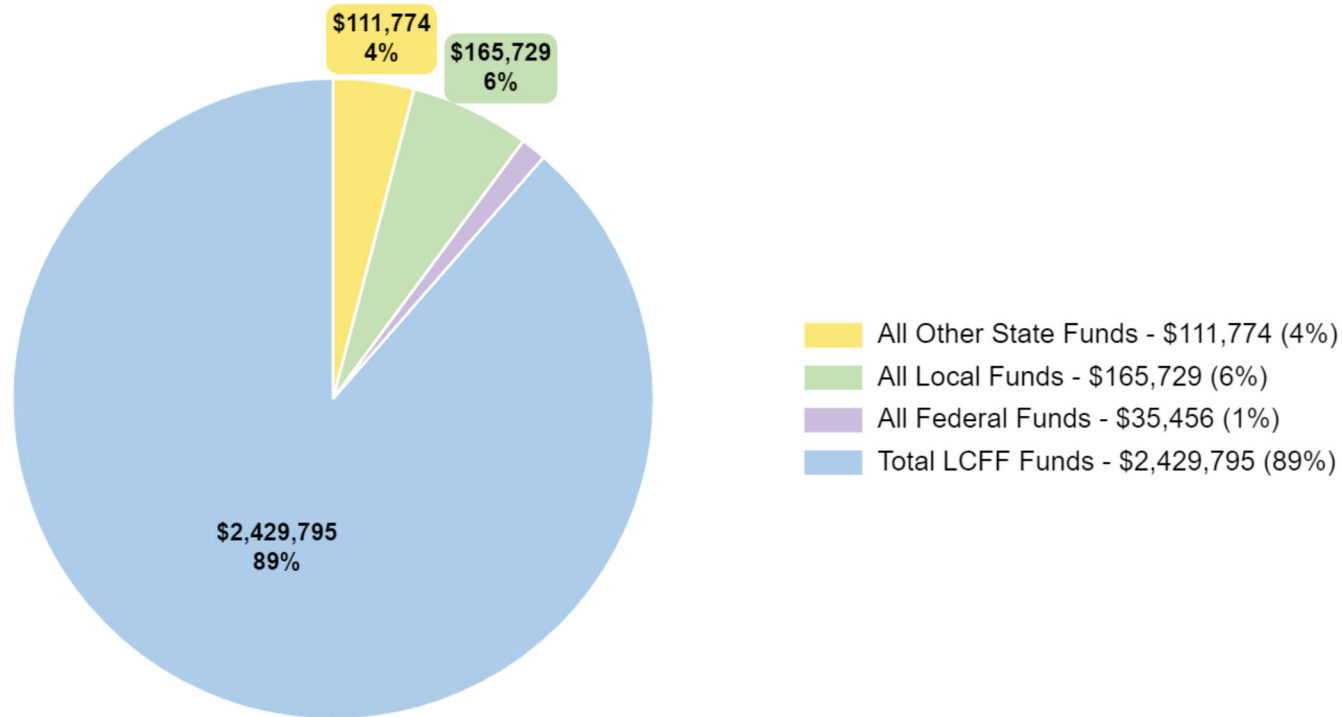
School Year: 2022-23

LEA Contact Information: Caleb Buckley | [cbuckley@goldenvalleycharter.org](mailto: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).

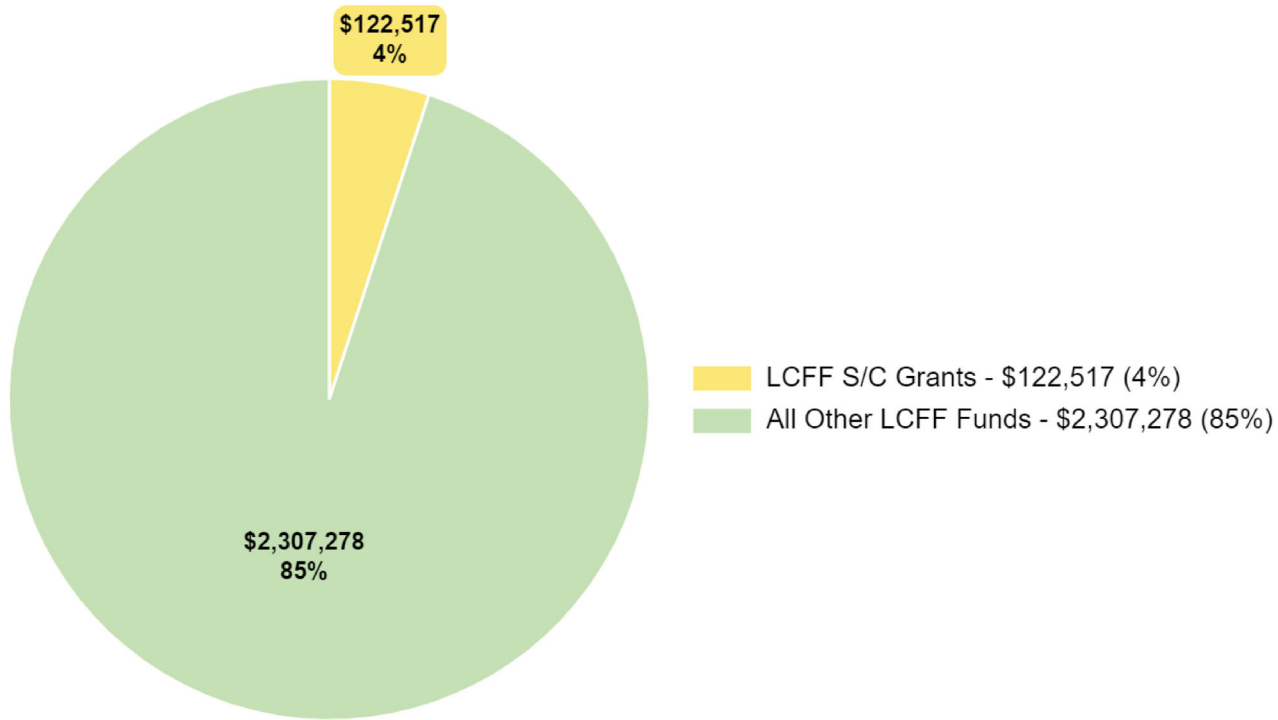
# Budget Overview for the 2022-23 LCAP Year

## 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%

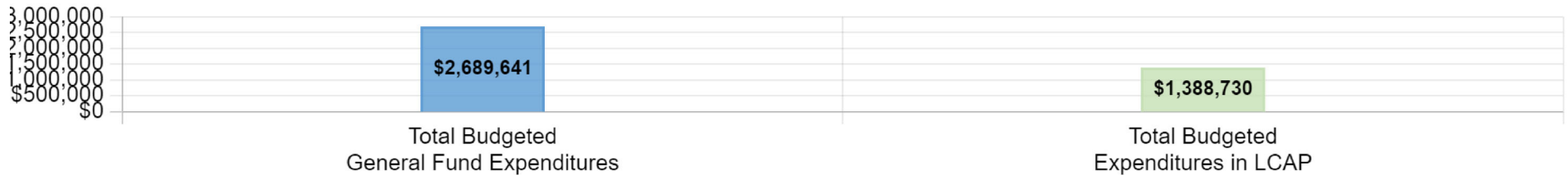
*These charts show the total general purpose revenue Golden Valley Orchard expects to receive in the coming year from all sources.*

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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:

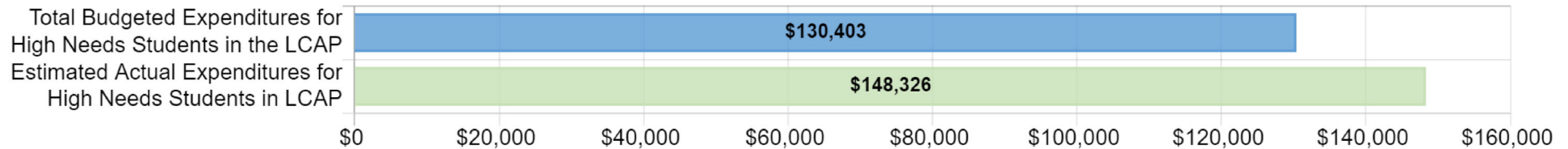
The budgeted expenditures that are not included in the LCAP will be used for the following: General operating expenses.

## 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

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## 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
Teachers will be evaluated using the approved Golden Valley evaluation process and forms.	100% of teachers evaluated.	100% of teachers 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.

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.

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.

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 and concise.

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

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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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.

<p>Broad Course of Study for all students including pupils with exceptional needs (local indicator). All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and account for the needs of individual students, including unduplicated students (i.e. English learners, low-income students, and foster youth) and students with disabilities.</p>	<p>In 2020-21, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>	<p>In 2021-22, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>
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<p>Broad Course of Study for all students including pupils with exceptional needs (local indicator)</p>	<p>In 2020-21, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>	<p>In 2021-22, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.</p>
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Fastbridge ELA	2021 data will become the baseline.	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.

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 offerings 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.

None

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.

**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 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
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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.

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 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 and 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.
Maintain a suspension rate of 0.5% or less	No suspensions during the 2020-21 school year	The school had a suspension rate of 1.01% in 2021-22.	[Intentionally Blank]	[Intentionally Blank]	0.5% or less
The students in grade 5 and higher will participate annually in the GVRS feedback survey	Students in grade 5-8 participated in the annual survey	Students in grades 6-8 were provided with an opportunity to participate in the GVRS feedback 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 #	Title	Description	Total Funds Contributing	
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 #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. 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, 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. The metric for suspension will be modified to keeping suspensions under 1%.

**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
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.	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.	n/a	[Intentionally Blank]	[Intentionally Blank]	By 2023-24, 35% unduplicated pupils will perform at the College Pathways or Low Risk categories on the Math Automaticity CBM Fastbridge assessment, and 45% of unduplicated pupils will perform at the College Pathways or Low Risk categories on the Math aMath Fastbridge assessment.

<p>The school will increase the 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>
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## 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. Title I, Part A fund will be utilized for the implementation of this action.	\$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.

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## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23**

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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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 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	Professional Development	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2	2	Analysis of assessments	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	3	Educational Support Services	All	\$139,525.00	\$0.00	\$0.00	\$0.00	\$139,525.00
2	4	Fastbridge	All	\$2,100.00	\$0.00	\$0.00	\$0.00	\$2,100.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	Parent Involvement	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	2	Aeries Communication/Square	Parent	\$5,475.00	\$0.00	\$0.00	\$0.00	\$5,475.00
3	3	Parent Enrichment Opportunities	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
3	4	Enrollment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	1	Social-Emotional Screener and Interventions	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	2	Student Survey		\$192.00	\$0.00	\$0.00	\$0.00	\$192.00
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	Mindfulness Room	All	\$27,000.00	\$0.00	\$0.00	\$0.00	\$27,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	Targeted and Intensive Math Interventions		\$0.00	\$0.00	\$0.00	\$28,069.00	\$28,069.00
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)
\$2,631,726.00	\$156,798.00	5.96%	0.00%	5.96%	\$141,717.00	0.00%	0%

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$141,717.00	\$219,786.00
<b>LEA-wide Total:</b>	\$141,717.00	\$191,717.00
<b>Limited Total:</b>	\$0.00	\$28,069.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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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	1	Professional Development	Yes	LEA-wide	English Learners, Low Income, Foster Youth	All Schools	\$1,000.00	0%
2	3	Educational Support Services	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$139,525.00	0%
4	1	Social-Emotional Screener and Interventions	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$0.00	0%
4	2	Student Survey	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$192.00	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	\$234,915.80	\$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	\$1,000.00	\$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

<b>Last Year's Goal #</b>	<b>Last Year's Action #</b>	<b>Action Title</b>	<b>Contributed to Increased or Improved Services?</b>	<b>Last Year's Total Planned Expenditures (Total Funds)</b>	<b>Estimated Actual Expenditures (Input Total Funds)</b>
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	\$150,725.00	\$154,268.87	\$-3,543.87	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (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	\$0.00	0.00%	0.00%
1	2	Evaluation	Yes	\$6,000.00	\$0.00	0.00%	0.00%
2	1	Professional Development	Yes	\$1,000.00	\$925.00	0.00%	0.00%
2	2	Analysis of assessments	Yes	\$0.00	\$0.00	0.00%	0.00%
2	3	Educational Support Services	Yes	\$139,525.00	\$153,343.87	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (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	0.00%	0.00%
4	2	Student Survey	Yes	\$100.00	\$0.00	0.00%	0.00%

## 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	\$2,272,680.00	\$136,634.00	0.00%	6.01%	\$172,960.87	0.00%	7.61%	\$-3,636,288.00	0.60.00%

## 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

## Plan Summary

### **Purpose**

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

### **Requirements and Instructions**

#### **General Information**

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

## **Reflections: Successes**

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

## **Reflections: Identified Need**

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

## **LCAP Highlights**

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

## **Comprehensive Support and Improvement**

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

**Schools Identified:**

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

**Support for Identified Schools:**

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

**Monitoring and Evaluating Effectiveness:**

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

## Engaging Educational Partners

### Purpose

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



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

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

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

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

## **Requirements and Instructions**

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

**Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

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

## Requirements and Instructions

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

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

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

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

### Focus Goal(s)

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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



## Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

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

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

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

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

### **Actions:**

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with

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

**Actions for English Learners:**

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

**Actions for Foster Youth:**

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## **Requirements and Instructions**

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

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

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

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

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

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

**Required Descriptions:**

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

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

**Principally Directed and Effective:**

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 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).

# 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 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](mailto: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.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley River

CDS Code: 34674470114983

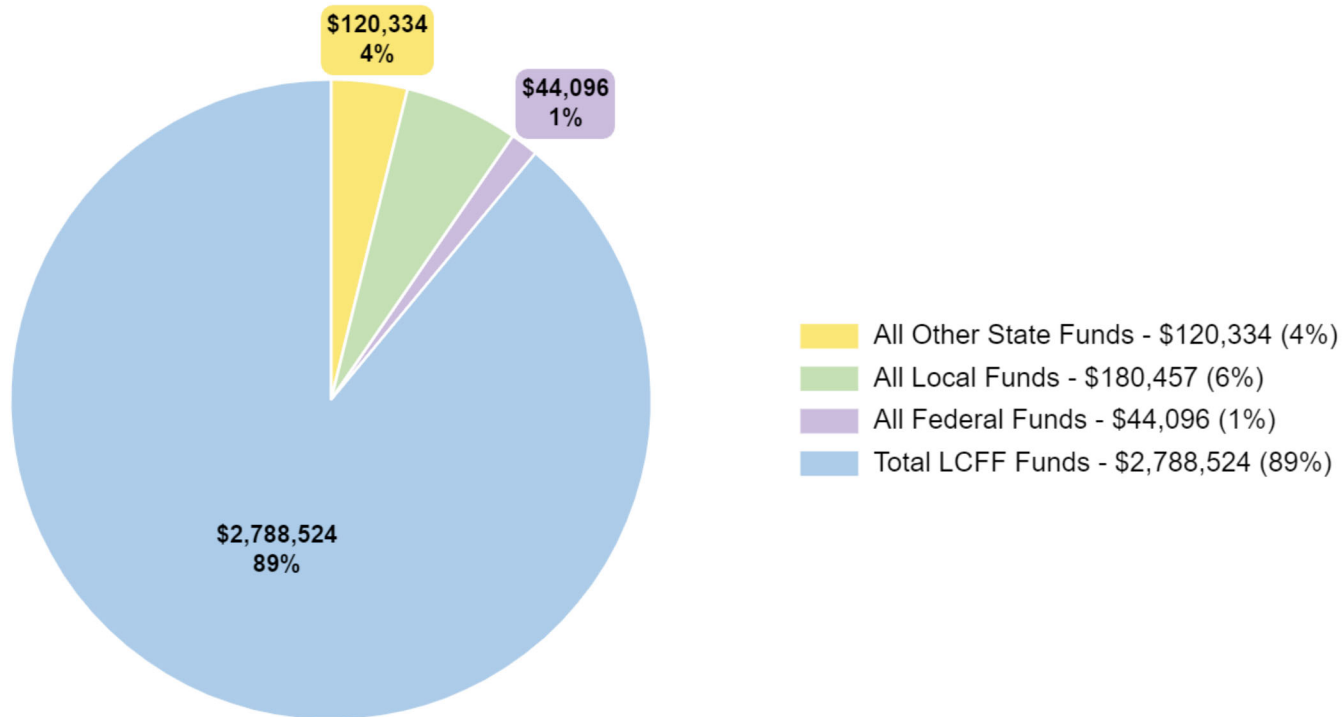
School Year: 2022-23

LEA Contact Information: Caleb Buckley | [cbuckley@goldenvalleycharter.org](mailto: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).

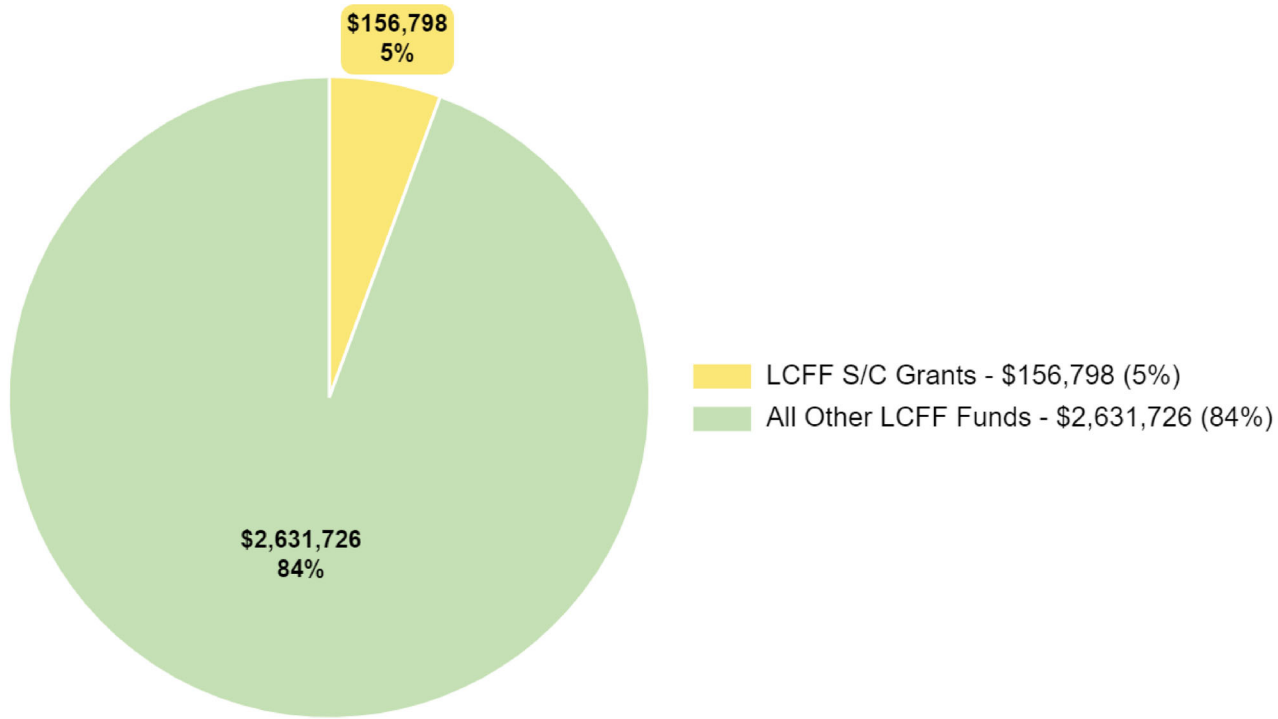
# Budget Overview for the 2022-23 LCAP Year

## 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.*

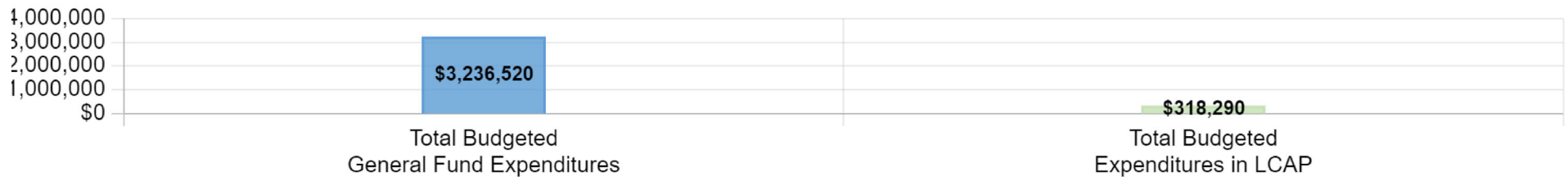
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The total revenue projected for Golden Valley River is \$3,133,411, of which \$2,788,524 is Local Control Funding Formula (LCFF), \$120,334 is other state funds, \$180,457 is local funds, and \$44,096 is federal funds. Of the \$2,788,524 in LCFF Funds, \$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

**Expanded Learning Opportunities Program Plan**

**Golden Valley Orchard**

June 6, 2022

## **Name of LEA and Expanded Learning Opportunities Program Site**

**Local Educational Agency (LEA) Name:** Golden Valley Orchard

**Contact Name:** Caleb Buckley

**Contact Email:** [cbuckley@goldenvalleycharter.org](mailto:cbuckley@goldenvalleycharter.org)

**Contact Phone:** (916) 597-1478

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

### **1. Golden Valley Orchard**

#### **Purpose**

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

#### **Definitions**

“Expanded learning” means 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. (EC Section 8482.1[a]) “Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

## **Instructions**

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

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## **1—Safe and Supportive Environment**

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Practices and activities to involve students in school in a meaningful way will continue to evolve.

## **2—Active and Engaged Learning**

**Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.**



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- Experiential project-based learning
- Engaging and relevant content
- Social Emotional learning
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- Intervention, tutoring, and homework support

The program will provide an array of physical activities, games, sports, art, nature-based learning, music, practical arts, and student-centered activities designed to engage and nurture student interest and curiosity. Specialty teaching staff will help to plan and provide activities for the ELO-P in handwork, music, gardening, games, and other enrichment opportunities. The expanded learning staff will be supported with coaching and professional development to help support the program design and meeting the needs of the students.

Academic support will include dedicated time to provide homework help, tutoring and learning activities. Targeted evidenced-based interventions will be provided to students that have been identified as having an academic need by trained educational support staff.

### **3—Skill Building**

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The school will provide time for structured homework support and completion daily work. Students that are in grades that do not assign homework will practice skills that have already be presented during the instructional day in a fun and engaging manner (i.e., games, activities, projects, etc.). Students will work individually, with partners, or in groups to complete the homework given to them by their classroom teacher. Homework will be checked for accuracy and completion by the ELO-P staff.

Our approach for engagement of youth in projects will be grounded in the best practices for project-based learning and will address multiple learning styles (auditory, kinesthetic, visual, etc.) and allows for student input. The program will focus on providing at least one, daily enrichment activity.

Additionally, students will be exposed to lessons that foster healthy lifestyles which will include daily physical activity, sports integration, nutrition, gardening, arts and crafts, and outdoor play in nature.

#### **4—Youth Voice and Leadership**

**Describe how the program will provide opportunities for students to engage in youth voice and leadership.**

Eagle's Nest will follow a continuous quality improvement process to inform its programs, activities, programs, and trainings. As part of this process, students and parents will periodically be surveyed regarding the quality of staff interaction, program content, activities, ideas for new projects, programs, communication, etc. as a way to capture family and youth voice. School leadership and Eagle's Nest lead staff will review the information in these surveys to determine if any adjustments or changes are necessary. The ELO lead staff will check in with students to determine what is going well and what is not as well as what their experiences are with the Eagle's Nest offerings.

#### **5—Healthy Choices and Behaviors**

**Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the hours of programming.**

Gardening, cooking, and nutrition will be part of the weekly program at the school with daily physical fitness (games) and sports. Students are encouraged to learn through play and by exploring the natural environment. These offerings will help students have a better understanding and relationship between healthy eating and healthy body.

Golden Valley provides health options and provide snacks that meet state and federal nutritional requirements which are based on the [USDA Dietary Guidelines](#). Some examples of healthy snacks that are provided during Eagle's Nest are:

- String Cheese and carrots
- Bagels with cream cheese
- Strawberries and pretzels

#### **6—Diversity, Access, and Equity**

**Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.**

Golden Valley strives to ensure that all offerings and programs create and environment in which students and staff experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. This is accomplished by fostering a culture of belonging and empathy for others and reducing barriers to enrollment. The schools create inclusive environments and offers services that promote the development of students' positive personal development. Our Eagle's Nest program is designed to enroll, serve, and prioritize our traditionally underserved students.

### **7—Quality Staff**

**Describe how the program will provide opportunities for students to engage with quality staff.**

All program contractors will be required to maintain ongoing assurance of compliance with Golden Valley's requirements for instructional aides as well as criminal background checks required by Department of Justice and Federal Bureau of Investigation. All instructional aides meet the following minimum requirements:

Staff members are recruited primarily from the existing pool staff and families. Hiring notices are posted on edjoin.org and are advertised out to our current staff and families via Parent Square and Golden Valley social media platforms.

Staff will be provided with onboarding training at the time of their initial employment with GVCS. Training on Eagle's Nest-specific topics will be provided prior to the start of each school year. Topics for professional development and training will be collaborated on with leadership and Eagle's Nest lead staff.

### **8—Clear Vision, Mission, and Purpose**

**Describe the program's clear vision, mission, and purpose.**

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

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

The following extended learning program goals were developed:

- Provide targeted academic interventions for students performing below grade level, special needs, English Learners, foster youth, homeless and other socioeconomically impacted students.
- Provide a safe and healthy environment—both physically and emotionally for students
- Provide fun and engaging activities.
- Provide Social Emotional Learning offerings.

- Provide extended learning educational and enrichment programming that connect with state standards and the Waldorf pedagogy.
- Engage students in healthy choices, wellness, and physical fitness activities
- All program offerings will be developmentally appropriate for the students that are participating.
- Promote parent and community involvement.

### **9—Collaborative Partnerships**

**Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.**

The program will evolve to include community partnerships. The school will partner with Sunrise Parks and Recreation to provide volleyball in the fall. Golden Valley has a list of activities/programs that students have indicated they would want as part of the Eagle’s Nest program.

The organization is reaching out to the Golden Valley community to see if there is interest from community members to hold and run enrichment activities for students. Partnerships with other community-based organizations, like Girls on the Run, may evolve to provide more recreational enrichment opportunities for students.

The YMCA is moving into a facility in the community and Golden Valley may pursue a partnership with them to provide enrichment opportunities during the instructional year and/or during the summer.

### **10—Continuous Quality Improvement**

**Describe the program’s Continuous Quality Improvement plan.**

The Quality Standards for Expanded Learning will be used to assess program quality and used to revise and refine the areas of needed improvement. Data will be collected in a variety of ways which will include surveys, interviews, observations, and self-assessments. The information will be collected from educational partners, which will include, students, parents, community members, and staff. The results will be used to drive improvement of the program.

### **11—Program Management**

**Describe the plan for program management.**

#### Central Office Level

- Operational program logistics
- Maintain records that meet local, state, and federal guidelines, as well as those guidelines that govern the administration of Expanded Learning Opportunity program funding.

- Processing of purchase orders and approval of contracted service agreements for the Eagle's Nest program.
- Human resource services for Eagle's Nest Staff

Site Level-site administrator

- Directly interfacing with the Eagle's Nest program and staff.
- Create and revise Eagle's Nest budget, review and approve all program expenditures.
- Participate in the hiring process for Eagle's Nest staff
- Manage and evaluate Eagle's Nest Lead and participate in the evaluation of other Eagle's Nest staff in partnership with the Eagle's Nest Lead.

Eagle's Nest program level-Eagle's Nest Leader and staff

- Eagle's Nest Leader will meet weekly with the principal to ensure ELO-P safety operation and quality standards are being implemented per program plan and best practices.
- Eagle's Nest Leader will collaborate with staff and students to successfully plan monthly activity and snack calendars.
- Eagle's Nest Leader will provide morning care at the site.
- Eagle's Nest leader will communicate and collaborate with teaching staff, specialists, Sports Coordinator, site leadership, and office staff.
- Eagle's Nest will coordinate short term program offerings with outside providers and community-based organizations.
- Eagle's Nest Leader will evaluate ELO-P staff with the principal.
- Eagle's Nest Staff will provide direct supervision of students, maintain proper staff to student ratios, and implement daily activities outlined on the monthly calendar.

**General Questions**

**Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.**

**ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.**

Not applicable. Golden Valley does not currently participate in the ASES or 21<sup>st</sup> CCLC grants.

## **Transitional Kindergarten and Kindergarten**

**Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?**

Eagle's Nest will be divided into grade span groups and staffed accordingly to maintain proper ratios. Staff working with TK and K grade level students will have the option to participate in Early Childhood trainings and professional development to help better meet the needs of younger students.

Parents and families will be provided with application for Eagle's Nest and information on the new program at the end of the 2021-22 school year. As applications come in, the Human Resource Manager will post job opening and move through the selection process with site leadership. All staff will participate in training prior to the start of the 2022-23 school year. During this time staff will be trained on the unique needs of the students in the grade span they are assigned to. Site principals and teaching staff will be available to collaborate with Eagle's Nest staff on working with early childhood students.

When creating the schedule for early childhood offering in Eagle's Nest there will be a predictable rhythm with the schedule. Students will engage in play-based learning and will compliment the activities of the instructional day.

Students in TK and K are released from the instructional day at 11:45 am daily. The TK and K students that participate in the afterschool program will eat both lunch and the afterschool snack with Eagle's Nest. Meals and snack offered on site will meet federal nutrition guidelines.

## **Sample Program Schedule**

**Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.**

<b>ELO-P TK/K Weekly Schedule</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>11:45-12:00</b>	In	In	In	In	In
<b>12:00-12:30</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>12:30-1:15</b>	Free Play Inside	Free Play Inside	Free Play Inside	Free Play Inside	Free Play Inside
<b>1:15-1:45</b>	Project or Activity	Project or Activity	Project or Activity	Project or Activity	Project or Activity
<b>1:45-2:00</b>	Clean up and chores	Clean up and chores	Clean up and chores	Clean up and chores	Clean up and chores
<b>2:00-2:30</b>	Rest	Rest	Rest	Rest	Rest
<b>2:30-3:15</b>	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
<b>3:15-3:30</b>	Snack	Snack	Snack	Snack	Snack
<b>3:30-4:00</b>	Music	Handwork	Gardening	Movement	Art
<b>4:00-4:30</b>	Circle & Story	Circle & Story	Circle & Story	Circle & Story	Circle & Story
<b>4:30-5:00</b>	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
<b>5:00-6:00</b>	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up

**ELO-P Grades 1-3 Weekly Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
12:25-12:35				Pick Up & Sign In	
12:35-1:00				Lunch	
1:00-1:40				Outdoor Play	
1:40-2:20				Project	
2:20-2:40				Clean Up	
2:40-3:00	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In
3:00-3:30	Snack	Snack	Snack	Snack	Snack
3:30-4:00	Handwork	Music	Games	Art	Gardening
4:00-4:30	Homework Time	Homework Time	Homework Time	Homework Time	Homework Time
4:30-5:30	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
5:30-6:00	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up

**ELO-P Grades 4-8 Weekly Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
12:25-12:35				Pick Up & Sign In	
12:35-1:00				Lunch	
1:00-1:40				Project	
1:40-2:20				Clean Up	
2:20-2:40				Outdoor Play	
2:40-3:00	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In
3:00-3:30	Snack	Snack	Snack	Snack	Snack
3:30-4:00	Games	Art	Music	Gardening	Handwork
4:00-4:45	Homework Time	Homework Time	Homework Time	Homework Time	Homework Time
4:45-5:30	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
5:30-6:00	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up



<b>Before School</b>	
	<b>Monday-Friday</b>
<b>7:00-7:50</b>	<b>Homework, Reading, Quiet Free Play</b>
<b>7:50-8:00</b>	<b>Clean Up and Prepare for Class</b>
<b>8:00</b>	<b>Leave for Class</b>

<b>Intersession or Summer Sample Day (9 hours)</b>	
<b>7:00-8:00</b>	<b>Breakfast and Check-In</b>
<b>8:00-9:00</b>	<b>Art Activity</b>
<b>9:00-9:20</b>	<b>Clean Up</b>
<b>9:30-10:00</b>	<b>Outdoor Activity</b>
<b>10:00-10:20</b>	<b>Snack</b>
<b>10:20-11:00</b>	<b>ELA Enrichment Activities</b>
<b>11:00-12:00</b>	<b>Nature Walk</b>
<b>12:00-12:30</b>	<b>Free Play</b>
<b>12:30-1:30</b>	<b>Lunch and Recess</b>
<b>1:30-2:30</b>	<b>Math or Science Enrichment Activities</b>
<b>2:30-3:00</b>	<b>Service Projects</b>
<b>3:00-3:45</b>	<b>Specialty Class</b>
<b>3:45-4:00</b>	<b>Clean Up &amp; Pick UP</b>

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

**EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

**EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

**EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools

and neighborhoods with expanded learning opportunities programs across their attendance area.

**EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

**EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an

instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.



**GOLDEN VALLEY**  
CHARTER SCHOOLS

**Expanded Learning Opportunities Program Plan**

**Golden Valley River**

June 6, 2022

## **Name of LEA and Expanded Learning Opportunities Program Site**

**Local Educational Agency (LEA) Name:** Golden Valley River

**Contact Name:** Caleb Buckley

**Contact Email:** [cbuckley@goldenvalleycharter.org](mailto:cbuckley@goldenvalleycharter.org)

**Contact Phone:** (916) 597-1478

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

### **1. Golden Valley River**

#### **Purpose**

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

#### **Definitions**

"Expanded learning" means 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. (EC Section 8482.1[a]) "Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

## **Instructions**

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

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The school will provide time for structured homework support and completion daily work. Students that are in grades that do not assign homework will practice skills that have already be presented during the instructional day in a fun and engaging manner (i.e., games, activities, projects, etc.). Students will work individually, with partners, or in groups to complete the homework given to them by their classroom teacher. Homework will be checked for accuracy and completion by the ELO-P staff.

Our approach for engagement of youth in projects will be grounded in the best practices for project-based learning and will address multiple learning styles (auditory, kinesthetic, visual, etc.) and allows for student input. The program will focus on providing at least one, daily enrichment activity.

Additionally, students will be exposed to lessons that foster healthy lifestyles which will include daily physical activity, sports integration, nutrition, gardening, arts and crafts, and outdoor play in nature.

#### **4—Youth Voice and Leadership**

**Describe how the program will provide opportunities for students to engage in youth voice and leadership.**

Eagle's Nest will follow a continuous quality improvement process to inform its programs, activities, programs, and trainings. As part of this process, students and parents will periodically be surveyed regarding the quality of staff interaction, program content, activities, ideas for new projects, programs, communication, etc. as a way to capture family and youth voice. School leadership and Eagle's Nest lead staff will review the information in these surveys to determine if any adjustments or changes are necessary. The ELO lead staff will check in with students to determine what is going well and what is not as well as what their experiences are with the Eagle's Nest offerings.

#### **5—Healthy Choices and Behaviors**

**Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the hours of programming.**

Gardening, cooking, and nutrition will be part of the weekly program at the school with daily physical fitness (games) and sports. Students are encouraged to learn through play and by exploring the natural environment. These offerings will help students have a better understanding and relationship between healthy eating and healthy body.

Golden Valley provides health options and provide snacks that meet state and federal nutritional requirements which are based on the [USDA Dietary Guidelines](#). Some examples of healthy snacks that are provided during Eagle's Nest are:

- String Cheese and carrots
- Bagels with cream cheese
- Strawberries and pretzels

#### **6—Diversity, Access, and Equity**

**Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.**

Golden Valley strives to ensure that all offerings and programs create and environment in which students and staff experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. This is accomplished by fostering a culture of belonging and empathy for others and reducing barriers to enrollment. The schools create inclusive environments and offers services that promote the development of students' positive personal development. Our Eagle's Nest program is designed to enroll, serve, and prioritize our traditionally underserved students.

### **7—Quality Staff**

**Describe how the program will provide opportunities for students to engage with quality staff.**

All program contractors will be required to maintain ongoing assurance of compliance with Golden Valley's requirements for instructional aides as well as criminal background checks required by Department of Justice and Federal Bureau of Investigation. All instructional aides meet the following minimum requirements:

Staff members are recruited primarily from the existing pool staff and families. Hiring notices are posted on edjoin.org and are advertised out to our current staff and families via Parent Square and Golden Valley social media platforms.

Staff will be provided with onboarding training at the time of their initial employment with GVCS. Training on Eagle's Nest-specific topics will be provided prior to the start of each school year. Topics for professional development and training will be collaborated on with leadership and Eagle's Nest lead staff.

### **8—Clear Vision, Mission, and Purpose**

**Describe the program's clear vision, mission, and purpose.**

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

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

The following extended learning program goals were developed:

- Provide targeted academic interventions for students performing below grade level, special needs, English Learners, foster youth, homeless and other socioeconomically impacted students.
- Provide a safe and healthy environment—both physically and emotionally for students
- Provide fun and engaging activities.
- Provide Social Emotional Learning offerings.

- Provide extended learning educational and enrichment programming that connect with state standards and the Waldorf pedagogy.
- Engage students in healthy choices, wellness, and physical fitness activities
- All program offerings will be developmentally appropriate for the students that are participating.
- Promote parent and community involvement.

### **9—Collaborative Partnerships**

**Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.**

The program will evolve to include community partnerships. The school will partner with Sunrise Parks and Recreation to provide volleyball in the fall. Golden Valley has a list of activities/programs that students have indicated they would want as part of the Eagle’s Nest program.

The organization is reaching out to the Golden Valley community to see if there is interest from community members to hold and run enrichment activities for students. Partnerships with other community-based organizations, like Girls on the Run, may evolve to provide more recreational enrichment opportunities for students.

The YMCA is moving into a facility in the community and Golden Valley may pursue a partnership with them to provide enrichment opportunities during the instructional year and/or during the summer.

### **10—Continuous Quality Improvement**

**Describe the program’s Continuous Quality Improvement plan.**

The Quality Standards for Expanded Learning will be used to assess program quality and used to revise and refine the areas of needed improvement. Data will be collected in a variety of ways which will include surveys, interviews, observations, and self-assessments. The information will be collected from educational partners, which will include, students, parents, community members, and staff. The results will be used to drive improvement of the program.

### **11—Program Management**

**Describe the plan for program management.**

#### Central Office Level

- Operational program logistics
- Maintain records that meet local, state, and federal guidelines, as well as those guidelines that govern the administration of Expanded Learning Opportunity program funding.

- Processing of purchase orders and approval of contracted service agreements for the Eagle's Nest program.
- Human resource services for Eagle's Nest Staff

#### Site Level-site administrator

- Directly interfacing with the Eagle's Nest program and staff.
- Create and revise Eagle's Nest budget, review and approve all program expenditures.
- Participate in the hiring process for Eagle's Nest staff
- Manage and evaluate Eagle's Nest Lead and participate in the evaluation of other Eagle's Nest staff in partnership with the Eagle's Nest Lead.

#### Eagle's Nest program level-Eagle's Nest Leader and staff

- Eagle's Nest Leader will meet weekly with the principal to ensure ELO-P safety operation and quality standards are being implemented per program plan and best practices.
- Eagle's Nest Leader will collaborate with staff and students to successfully plan monthly activity and snack calendars.
- Eagle's Nest Leader will provide morning care at the site.
- Eagle's Nest leader will communicate and collaborate with teaching staff, specialists, Sports Coordinator, site leadership, and office staff.
- Eagle's Nest will coordinate short term program offerings with outside providers and community-based organizations.
- Eagle's Nest Leader will evaluate ELO-P staff with the principal.
- Eagle's Nest Staff will provide direct supervision of students, maintain proper staff to student ratios, and implement daily activities outlined on the monthly calendar.

### **General Questions**

#### **Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.**

**ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.**

Not applicable. Golden Valley does not currently participate in the ASES or 21<sup>st</sup> CCLC grants.

## **Transitional Kindergarten and Kindergarten**

**Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?**

Eagle's Nest will be divided into grade span groups and staffed accordingly to maintain proper ratios. Staff working with TK and K grade level students will have the option to participate in Early Childhood trainings and professional development to help better meet the needs of younger students.

Parents and families will be provided with application for Eagle's Nest and information on the new program at the end of the 2021-22 school year. As applications come in, the Human Resource Manager will post job opening and move through the selection process with site leadership. All staff will participate in training prior to the start of the 2022-23 school year. During this time staff will be trained on the unique needs of the students in the grade span they are assigned to. Site principals and teaching staff will be available to collaborate with Eagle's Nest staff on working with early childhood students.

When creating the schedule for early childhood offering in Eagle's Nest there will be a predictable rhythm with the schedule. Students will engage in play-based learning and will compliment the activities of the instructional day.

Students in TK and K are released from the instructional day at 11:45 am daily. The TK and K students that participate in the afterschool program will eat both lunch and the afterschool snack with Eagle's Nest. Meals and snack offered on site will meet federal nutrition guidelines.

## **Sample Program Schedule**

**Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.**

<b>ELO-P TK/K Weekly Schedule</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>11:45-12:00</b>	In	In	In	In	In
<b>12:00-12:30</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>12:30-1:15</b>	Free Play Inside	Free Play Inside	Free Play Inside	Free Play Inside	Free Play Inside
<b>1:15-1:45</b>	Project or Activity	Project or Activity	Project or Activity	Project or Activity	Project or Activity
<b>1:45-2:00</b>	Clean up and chores	Clean up and chores	Clean up and chores	Clean up and chores	Clean up and chores
<b>2:00-2:30</b>	Rest	Rest	Rest	Rest	Rest
<b>2:30-3:15</b>	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
<b>3:15-3:30</b>	Snack	Snack	Snack	Snack	Snack
<b>3:30-4:00</b>	Music	Handwork	Gardening	Movement	Art
<b>4:00-4:30</b>	Circle & Story	Circle & Story	Circle & Story	Circle & Story	Circle & Story
<b>4:30-5:00</b>	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
<b>5:00-6:00</b>	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up

**ELO-P Grades 1-3 Weekly Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
12:25-12:35				Pick Up & Sign In	
12:35-1:00				Lunch	
1:00-1:40				Outdoor Play	
1:40-2:20				Project	
2:20-2:40				Clean Up	
2:40-3:00	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In
3:00-3:30	Snack	Snack	Snack	Snack	Snack
3:30-4:00	Handwork	Music	Games	Art	Gardening
4:00-4:30	Homework Time	Homework Time	Homework Time	Homework Time	Homework Time
4:30-5:30	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
5:30-6:00	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up	Free Time & Clean Up

**ELO-P Grades 4-8 Weekly Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
12:25-12:35				Pick Up & Sign In	
12:35-1:00				Lunch	
1:00-1:40				Project	
1:40-2:20				Clean Up	
2:20-2:40				Outdoor Play	
2:40-3:00	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In	Pick Up & Sign In
3:00-3:30	Snack	Snack	Snack	Snack	Snack
3:30-4:00	Games	Art	Music	Gardening	Handwork
4:00-4:45	Homework Time	Homework Time	Homework Time	Homework Time	Homework Time
4:45-5:30	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation
5:30-6:00	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up	Free Time, Pick Up, Clean Up



<b>Before School</b>	
	<b>Monday–Friday</b>
<b>7:00–7:50</b>	<b>Homework, Reading, Quiet Free Play</b>
<b>7:50–8:00</b>	<b>Clean Up and Prepare for Class</b>
<b>8:00</b>	<b>Leave for Class</b>

<b>Intersession or Summer Sample Day (9 hours)</b>	
<b>7:00–8:00</b>	<b>Breakfast and Check–In</b>
<b>8:00–9:00</b>	<b>Art Activity</b>
<b>9:00–9:20</b>	<b>Clean Up</b>
<b>9:30–10:00</b>	<b>Outdoor Activity</b>
<b>10:00–10:20</b>	<b>Snack</b>
<b>10:20–11:00</b>	<b>ELA Enrichment Activities</b>
<b>11:00–12:00</b>	<b>Nature Walk</b>
<b>12:00–12:30</b>	<b>Free Play</b>
<b>12:30–1:30</b>	<b>Lunch and Recess</b>
<b>1:30–2:30</b>	<b>Math or Science Enrichment Activities</b>
<b>2:30–3:00</b>	<b>Service Projects</b>
<b>3:00–3:45</b>	<b>Specialty Class</b>
<b>3:45–4:00</b>	<b>Clean Up &amp; Pick UP</b>

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

**EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

**EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

**EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools

and neighborhoods with expanded learning opportunities programs across their attendance area.

**EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

**EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an

instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.



Golden Valley Orchard & River	Kinder	Grades	Grades	Grades
		1 - 3		4 - 8
<b>REGULAR DAYS:</b>		Grade 1 & 2	Grade 3 only	4-8
Start	8:15 AM	8:15 AM	8:15 AM	8:15 AM
End	11:45 AM	2:40 PM	3:10 PM	3:10 PM
Number of Hours	3:30	6:25	6:55	6:55
TOTAL NUMBER OF MINUTES - Regular Days	210	385	415	415
Less Recess	--	(25)	(25)	(25)
Less Lunch		(45)	(45)	(45)
ACTUAL DAILY INSTRUCTIONAL MINUTES	210	315	345	345
Number of Regular Days	175	129	129	129
Annual Minutes - Regular Days	36,750	40,635	44,505	44,505
<b>MINIMUM DAYS:</b>				
Start		8:15 AM	8:15 AM	8:15 AM
End		12:45 PM	12:45 PM	12:45 PM
Number of Hours	0:00	4:30	4:30	4:30
TOTAL NUMBER OF MINUTES - Minimum Days	0	270	270	270
Less Recess	--	(25)	(25)	(25)
Less Lunch				
ACTUAL DAILY INSTRUCTIONAL MINUTES	0	245	245	245
Number of Minimum Days		46	46	46
Annual Minutes - Minimum Days	0	11,270	11,270	11,270
<b>PROJECTED ANNUAL INSTRUCTIONAL MINUTES</b>	<b>37,170</b>	<b>51,905</b>	<b>55,775</b>	<b>55,775</b>
<b>Reduced Instructional Time</b>				
(Emergency Days)	0	0	0	0
Number of Regular Days Canceled	0	0	0	0
Number of Minimum Days Canceled	0	0	0	0
Total Minutes Lost	(0)	(0)	(0)	(0)
Total Actual Annual Instructional Minutes	36,750	51,905	55,775	55,775
Required Number of Minutes	36,000	50,400	50,400	54,000
(Under) / Over	750	1,505	5,375	1,775



GOLDEN VALLEY  
CHARTER SCHOOLS

# Strategic Plan 2022 – 2030

*Approved by the Board of Trustees on [date]*

## Our History

Golden Valley Charter School (GVCS) originated in the minds and hearts of a handful of home-schooling parents. It was just before the turn of the last century that a small group of teachers and parents had a dream for their children and for all families living in the greater Sacramento area. Their dream was to open a public charter school inspired by Waldorf education. As a result of countless hours of thoughtful planning and hard work, they made this dream a reality with the establishment of Golden Valley Charter School. Over the last 20 years, teachers, parents, staff and community members have continued to work in partnership to grow our school— which started with 40 students—into a multi-school charter organization with more than 550 students. From these grassroots beginnings, Golden Valley has become a leader in the movement to bring Waldorf education to the public sector.

Over the past 20+ years hundreds of families have contributed to and gained from the experience of being members of our learning community. Our success to date and into the future is built by our dynamic community. Our teachers and parents work together on the Board of Trustees to govern our school guided by the values of Waldorf education. Our active Parent Circle has engaged the community to volunteer countless hours in and out of classrooms to support class plays, events and fieldtrips; provide parent education; host seasonal festivals and celebrations; and create a strong base of advocacy for educational choice. Our Golden Valley Educational Foundation, a non-profit, parent-run organization, has worked tirelessly with our community to raise extra funds to supplement our enriched curriculum and support our teachers to receive their Waldorf Teaching Certifications. As a result of this dynamic community, our teachers are better able to provide our students with a well-rounded Waldorf education. Ultimately, our students graduate with a passion for learning and are well-prepared for life.

As we have grown and evolved, our committed community has succeeded by working together with creativity and compassion to make the most of any situation. Our resilience stems from our clarity of purpose – to prepare our students for a lifetime of learning. We are not strangers to change, and we look forward to continuing to learn and adapt our strategies while staying true to our principles as a school inspired by Waldorf education.

## Methods and Acknowledgments – Who Created This?

How we created the strategic plan is arguably just as important as what it says. We knew that we needed to honor the values and intent of our community and the Waldorf educational process in how we co-created a vision for our future.

The GVCS Strategic Plan was created through a collaborative, organic, and dynamic process. The Board of Trustees initiated the process to build the 2030 Strategic Plan to update and clarify our vision and roadmap. A volunteer Strategic Planning Committee of parents, educators, and employees was convened from a cross section of the school.

We leveraged a professional Strategic Management methodology to co-create our plan systematically and holistically. We surveyed the community and hosted Community Open Forums to get broad input on the elements of the plan and what is important to our community.

We thank the volunteer Strategic Planning Core Team Members:

- Jennifer Huetter, Board of Trustees Vice-Chair, Orchard Parent
- Caleb Buckley, Executive Director, River Parent
- Marlene Laughter, Central Office Staff, River Parent
- Ekaterina Khmelniker, Board of Trustees Member, River Parent
- Stephanie Lorenz, Teacher, Diversity, Equity & Inclusion Committee Member, Alumni Parent
- Darryl Cragun, GVEF member, Orchard Parent
- Jennifer Wroblicky, Orchard Parent
- Jordan Todd, Orchard Teacher
- Annie Bosque, River Teacher, Alumni Parent
- Monica Eisel, Alumni Parent, Past GVEF President



## Our Community – Who Are We?

Golden Valley is a vibrant learning community of forward thinkers, open and enthusiastically moving toward a better future for public charter schools. Students, staff, teachers, administrators, and parents work together purposefully and respectfully, developing long-lasting and productive relationships. Teams of like-minded individuals work with care to produce outcomes beneficial for our children now and in the future. Developmentally appropriate education is at the heart of all our decisions and drives our speech and action in every encounter.

[insert new graphic of an eagle]

### Eagle's Heart

**Our Students** - The heart and body of our school is our students. All of us are entrusted as stewards to responsibly educate every one of them from the inside out from kindergarten through 8th grade. They are the reason we are here.

### Eagle's Head

**Our Board of Trustees** - This group serves as the formal stewards of our school. They govern the school by approving plans and policies and overseeing the administration of the school. They are represented by the mind and eyes of the eagle—keenly and thoughtfully managing the present and seeing clearly where we want to go as a school. The Board is composed of volunteer community members who work closely with the administration and the faculty.

**Our Executive Director and Principals** - Our Executive Director and Principals are the formal leaders of our schools who orchestrate all other school and community leaders to collaboratively achieve our Mission, Vision, Values and Goals. They are represented by the beak of the eagle—calling out a cadence for the wings and the tail feathers to work in unison to give flight to the student body. They are responsible for engaging employees and volunteers of our community to deliver an excellent educational experience for our students.

### Eagle's Wings and Tail

**Our Faculty** - Our teachers and educational support specialists form one of the wings that uplift and inspire our students to greatness. They are professional educators, dedicated to delivering an amazing Waldorf educational experience. Guided by the principal, they work together with each other, the administration, and families to bring us closer to our vision, one school day at a time.

**Our Families** - Our school is just one part of our students' education. Our students' families are their first teachers. Working together with the faculty and each other, families represent the other wing that makes it possible for our students to soar. Our families include the parents, guardians, siblings, grandparents, extended relatives, and dedicated caregivers.

**Our Administrators** - Our office employees make it possible for our school to exist and run smoothly. They provide precision operational expertise to navigate the byzantine legal, financial, and physical requirements of school life. As such, they are represented by the eagle's tail feathers, acting as a rudder to translate the power of our wings into a graceful flight towards our vision.

**Parent Circle** — The Parent Circle (PC) mission is to serve the school as a community-building body. PC organizes volunteers for our seasonal festivals and other community projects and events, including teacher appreciation luncheons and the winter clothing exchange.

**Golden Valley Educational Foundation** — The Golden Valley Educational Foundation (GVEF) is a 501(c)3 nonprofit that performs fundraising for our schools. Funds go to nourishing and strengthening the Waldorf-inspired curriculum. The Foundation's fundraising efforts include events including the Fireworks Booth, the Eagle Chase jog-a-thon, Spring Art Auction, our AmazonSmile program and support for the school's Annual Giving Campaign.

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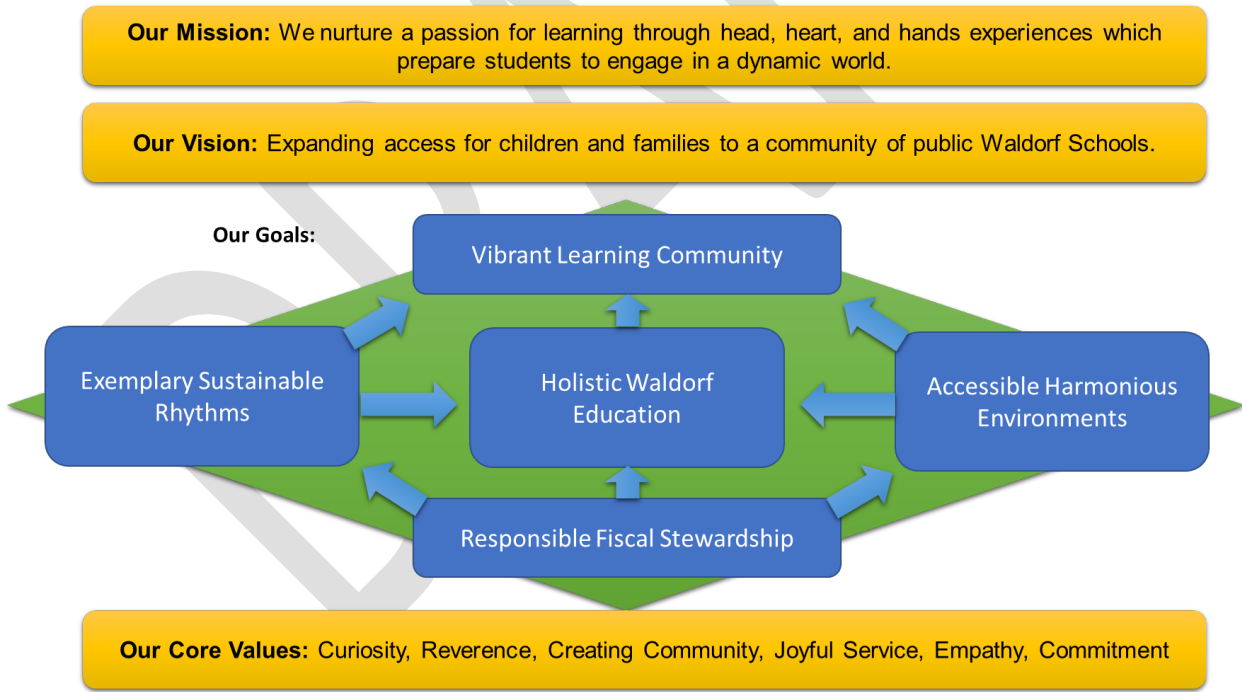
# Our Future – Where Are We Going?

We illustrate our future with a summary Strategy Map. It summarizes our Mission, Vision, Values and Goals, and shows how they relate to each other.

From the bottom up, it reads: “Our Core Values define how we will interact with each other as we work through our Rhythms and Projects to optimize our Strategic Goals to achieve our Vision in service to our Mission.”

From the top down, it reads: “Our Mission tells us why we are here, and our Vision describes where we are going. We assess our progress towards that Vision by optimizing the balance across our five Strategic Goals. We achieve those Goals by performing our ongoing Rhythms and delivering Projects. Our Core Values define how we interact with each other along the way.”

This map illustrates our commitment to our students and each other to purposefully create our future.



## Our Mission – Why Are We Here?

Our mission reflects our shared commitment to the primary reason we exist as an organization. There are many things that we do as an educational community. Our mission does NOT try to summarize what or how we do it. Our mission defines why we are here to help us focus on those things that will have the greatest benefit towards that purpose. This is our compass. Our mission provides stability of our purpose over the long term, even as our specific strategies and methods adapt in the short term to navigate changing conditions.

**We nurture a passion for learning through head, heart, and hands experiences which prepare students to engage in a dynamic world.**

Our mission is not just the purview of the teachers or students in the classroom. Our entire community, including all employees and all volunteers, serve as educators towards this mission. The way we speak and how we act shows as role models. We contribute our time and our donations directly in classrooms and on the playgrounds. We contribute indirectly by making the campuses safe and well equipped and by supporting the teachers and volunteers who are working directly with the students. It takes all of us working together every day to make this mission a reality.

## Our Vision – What Will We Look Like?

Our vision paints a clear and compelling future that we are excited to create together. It illustrates what we will look like when we arrive in 2030.

**Expanding access for children and families to a community of public Waldorf Schools.**

We recognize our role as a leader, among a growing number of others who are courageously pioneering innovative educational choices. We strive to create broader community access to public Waldorf education through leadership of charter schools, and we remain steadfast in our commitment to our core identity as a public Waldorf charter school.

## **Our Core Values – How Will We Interact with Each Other?**

The foundation of our Strategic Plan and the very fabric of our community is our set of shared Core Values. A value is a commitment to a behavioral standard or social norm for how we will interact with each other

There are a few values that are prerequisites for being a member of our community. By choosing to be a member of our community, in ANY role, we commit to holding ourselves and each other to striving for these values in every interaction. None of us is perfect. We will fall short of these values at times. When we do, we gently remind each other and get back on track.

### **Curiosity**

At GVCS we value and nurture curiosity and approach learning wholeheartedly with eagerness. We live with enthusiasm and are open to the wonders that each day holds.

### **Reverence**

The GVCS community honors and respects each other, ourselves, our environment, and all living things. Through our rituals and actions, we demonstrate care and courtesy and nurture both our physical and emotional wellbeing. As lifelong learners we give our best to all we do and compassionately build honest relationships and appreciation of diversity.

### **Creating Community**

At GVCS we invest in creating community. We see ourselves as part of the larger world, honor the value and diversity of each individual and invest in a community where we have compassion for and trust one another, are inclusive, build strong relationships, appreciate differences, seek common ground, and resolve conflict peacefully.

### **Joyful service**

At GVCS we freely participate, share, and contribute with enthusiasm. Teachers, students, staff, and volunteers willingly share our time, our talents, and our donations to serve our students and our community.

### **Empathy**

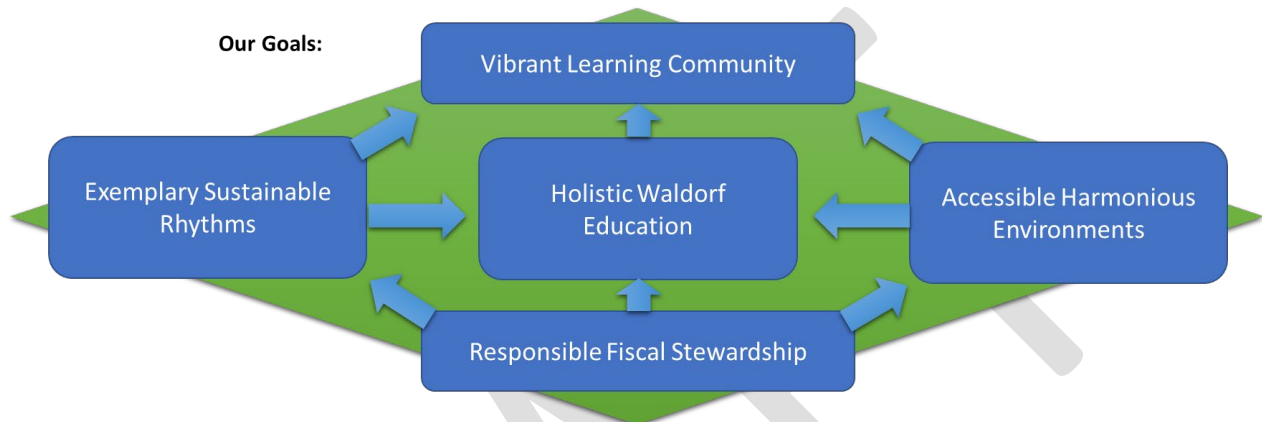
At GVCS we practice empathy and have compassion, care, and concern for one another's needs. We endeavor to be present for each other's thoughts and feelings and seek to understand their experience. With empathy we reflect on how our actions affect others and create spaces of safety and well-being.

### **Commitment**

The GVCS community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor to act in integrity with our values and commitments, be accountable and take responsibility for our choices with grace. People can rely on us.

## Our Strategic Goals – What Outcomes Will We Achieve?

Our Strategic Goals describe the five long-term, ongoing outcomes that we commit to creating with our community. These five Goals are interdependent. We cannot completely jeopardize any one of them without jeopardizing all of them. At all times, we must maintain a minimum threshold level of performance across all goals. However, in any given year, specific challenges may require that we shift the balance of our focus more heavily towards some goals with a temporary sacrifice of other goals. By adapting to changes in a holistic fashion, we can best optimize the balance of our goals in the long run.



We begin with people first. All the other goals contribute to creating a Vibrant Learning Community. All our diverse members—from students and families, employees, and volunteers—work together as a unified team in alignment with our shared passion for lifelong learning and a few core values.

As a school, our primary purpose is education. For us, we emphasize delivering a Holistic Waldorf Education as our preferred method for developing the whole child from the inside out.

Creating and Sustaining Exemplary Rhythms ensures that our administration, special events, and natural daily and seasonal processes flow smoothly and efficiently. This allows us to focus on delivering a great Waldorf education and helps our community to maintain morale and sustain their level of engagement.

We want to inspire learning through all the senses in Accessible Harmonious Environments. This includes safe, beautiful, and nurturing classrooms, campuses, facilities, gardens, and surrounding natural spaces. We are also physically and geographically accessible to Sacramento area families that want a public Waldorf experience.

Being Responsible Fiscal Stewards is a foundational goal. It is a prerequisite for even existing as a solvent, publicly funded institution. As stewards, we wisely invest the public money from the State and our donors in a transparent and accountable fashion. This enables us to deliver a Holistic Waldorf Education, operate with Exemplary Sustainable Rhythms, and learn in Accessible Harmonious Environments.

For each strategic goal, we have a specific long-term definition. We also have medium-term objectives to guide our prioritization of choices over the next 12-18 months. We expect that the objectives will be updated by the Board of Trustees each school year to reflect shifts in trends.

**Vibrant Learning Community:** We are a unified mosaic of diverse students, families, employees, and volunteers committed to fostering healthy learning opportunities for all. We build meaningful relationships sustaining our shared lifelong passion for learning and growth.

**Objectives**

1. Build our GVCS community
2. Increase community engagement and partnerships
3. Coordinate volunteers
4. Increase accessibility to GVCS and Waldorf education
5. Strengthen and showcase the middle school grades
6. Balance and uplift Orchard and River

**Holistic Waldorf Education:** We inspire and educate our students by providing a Holistic Waldorf education that enhances the head, heart, and hands. Our highly qualified educators deliver a comprehensive and integrated curriculum. Within a collaborative atmosphere main lessons and specialty classes are taught to our thriving community of learners. As early advocates of public Waldorf education, we continue to be leaders in the growing Waldorf charter school movement.

**Objectives**

1. Teacher and staff training
2. Expand learning programs
3. Family education
4. Relationships and collaboration with other Waldorf schools

**Exemplary Sustainable Rhythms:** Our school operates effectively, efficiently, and comfortably. Employees and volunteers conduct our educational and administrative responsibilities at a sustainable pace. Our daily and seasonal rhythms foster a positive learning experience. We demonstrate exceptional ability to meet operational needs in service to our community. We prioritize our goals and objectives and measure our success.

**Objectives**

1. Teacher support, resources and development
2. Student support and enrichment
3. Reestablish strong community rhythms
4. Support inclusive family rhythms and accessibility
5. Grow volunteer and school leadership programs

**Accessible Harmonious Environments:** Our learning environments include our classrooms, campuses, gardens, facilities, and surrounding natural spaces. Working together, we create a safe, sustainable, healthy, and vibrant atmosphere that fosters learning through all the senses. We are accessible to families in the Sacramento area who desire our public Waldorf educational model.

**Objectives**

1. Improve our facilities
2. Sustainable facilities

**Responsible Fiscal Stewardship:** We maintain a healthy, balanced budget. This enables our school to achieve our short- and long-term educational and operational goals. The business team stays current on legal, political, and technological trends.

**Objectives**

1. Fiscal balance and sustainability
2. Grow fundraising
3. Growth and expansion of programs

DRAFT



**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**CHARTER SCHOOL CERTIFICATION**

**Charter School Name:** Golden Valley Orchard School  
(name continued) \_\_\_\_\_  
**CDS #:** 34-67447-0132399  
**Charter Approving Entity:** San Juan Unified School District  
**County:** Sacramento  
**Charter #:** 1728  
**Fiscal Year:** 2022/23

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To the entity that approved the charter school:  
(  x ) 2022/23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print Name: Caleb Buckley Title: Executive Director

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To the County Superintendent of Schools:  
(  x ) 2022/23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

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For additional information on the BUDGET, please contact:

For Approving Entity:  
Barbara Gross  
Name  
Manager, Fiscal Services  
Title  
(916) 971-9119  
Telephone  
barbara.gross@sanjuan.edu  
E-mail address

For Charter School:  
Caleb Buckley  
Name  
Executive Director  
Title  
(916) 597-1478  
Telephone  
cbuckley@goldenvalleycharter.org  
E-mail address

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(  x ) 2022/23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
ACOE District Advisor

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** Golden Valley Orchard School  
 (name continued) \_\_\_\_\_  
**CDS #:** 34-67447-0132399 \_\_\_\_\_  
**Charter Approving Entity:** San Juan Unified School District \_\_\_\_\_  
**County:** Sacramento \_\_\_\_\_  
**Charter #:** 1728 \_\_\_\_\_  
**Budgeting Period:** 2022/23 \_\_\_\_\_

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>A. REVENUES</b>					
1. LCFF Sources					
State Aid - Current Year	8011	1,619,283.00	1,699,140.00		1,699,140.00
Education Protection Account State Aid - Current Year	8012	50,674.00	50,164.00		50,164.00
State Aid - Prior Years	8019	0.00	0.00		0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	633,280.00	652,297.00		652,297.00
Other LCFF Transfers	8091, 8097	0.00	0.00		0.00
Total, LCFF Sources		2,303,237.00	2,401,601.00	0.00	2,401,601.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	25,456.00		35,456.00	35,456.00
Special Education - Federal	8181, 8182	0.00		0.00	0.00
Child Nutrition - Federal	8220	0.00		0.00	0.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00		0.00	0.00
Total, Federal Revenues		25,456.00	0.00	35,456.00	35,456.00
3. Other State Revenues					
Special Education - State	StateRevSE	120,729.00		120,729.00	120,729.00
All Other State Revenues	StateRevAO	311,130.00	45,460.00	66,314.00	111,774.00
Total, Other State Revenues		431,859.00	45,460.00	187,043.00	232,503.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	35,000.00	45,000.00	0.00	45,000.00
Total, Local Revenues		35,000.00	45,000.00	0.00	45,000.00
5. TOTAL REVENUES					
		2,795,552.00	2,492,061.00	222,499.00	2,714,560.00
<b>B. EXPENDITURES</b>					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	916,603.00	714,957.00	50,000.00	764,957.00
Certificated Pupil Support Salaries	1200	0.00	0.00		0.00
Certificated Supervisors' and Administrators' Salaries	1300	86,163.00	84,872.00		84,872.00
Other Certificated Salaries	1900	111,234.00	75,229.00	69,800.00	145,029.00
Total, Certificated Salaries		1,114,000.00	875,058.00	119,800.00	994,858.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	317,493.00	97,482.00		97,482.00
Non-certificated Support Salaries	2200	0.00	0.00		0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00		0.00
Clerical and Office Salaries	2400	63,076.00	74,319.00		74,319.00
Other Non-certificated Salaries	2900	10,406.00	0.00		0.00
Total, Non-certificated Salaries		390,975.00	171,801.00	0.00	171,801.00

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Golden Valley Orchard School  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals	Current Budget Year		Total
		Prior Year	Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102	180,266.00	142,133.64	9,354.36	151,488.00
PERS	3201-3202	99,413.00	65,155.76	3,682.24	68,838.00
OASDI / Medicare / Alternative	3301-3302	46,295.00	33,638.48	4,261.52	37,900.00
Health and Welfare Benefits	3401-3402	89,000.00	88,071.22	28.78	88,100.00
Unemployment Insurance	3501-3502	11,236.00	10,817.27	759.73	11,577.00
Workers' Compensation Insurance	3601-3602	8,409.00	23,034.20	1,465.80	24,500.00
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
Other Employee Benefits	3901-3902	290.00			0.00
Total, Employee Benefits		434,909.00	362,850.57	19,552.43	382,403.00
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	0.00	1,200.00		1,200.00
Books and Other Reference Materials	4200	0.00	0.00		0.00
Materials and Supplies	4300	61,208.00	36,686.00	16,314.00	53,000.00
Noncapitalized Equipment	4400	16,332.00	17,000.00		17,000.00
Food	4700	0.00	0.00		0.00
Total, Books and Supplies		77,540.00	54,886.00	16,314.00	71,200.00
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	0.00	0.00		0.00
Travel and Conferences	5200	52,775.00	46,000.00		46,000.00
Dues and Memberships	5300	6,758.00	6,200.00		6,200.00
Insurance	5400	0.00	0.00		0.00
Operations and Housekeeping Services	5500	37,075.00	26,000.00		26,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	262,654.00	261,294.00		261,294.00
Transfers of Direct Costs	5700-5799	0.00	0.00		0.00
Professional/Consulting Services & Operating Expend.	5800	615,000.00	648,535.43	66,832.57	715,368.00
Communications	5900	5,000.00	4,450.00		4,450.00
Total, Services and Other Operating Expenditures		979,262.00	992,479.43	66,832.57	1,059,312.00
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Land and Improvements of Land	6100-6170	0.00	0.00		0.00
Buildings and Improvements of Buildings	6200	0.00	0.00		0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00		0.00
Equipment	6400	0.00	0.00		0.00
Equipment Replacement	6500	0.00	0.00		0.00
<i>Depreciation Expense (for full accrual basis only)</i>	6900	0.00	1,143.76		1,143.76
Total, Capital Outlay		0.00	1,143.76	0.00	1,143.76
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143	0.00	0.00		0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00		0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00		0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00		0.00
All Other Transfers	7281-7299	0.00	0.00		0.00
Transfer of Indirect Costs	7300-7399	0.00	0.00		0.00
Debt Service:					
Interest	7438	0.00	0.00		0.00
Principal	7439	0.00	0.00		0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		2,996,686.00	2,458,218.76	222,499.00	2,680,717.76
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(201,134.00)	33,842.24	0.00	33,842.24

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Golden Valley Orchard School  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>					
		(201,134.00)	33,842.24	0.00	33,842.24
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	1,472,469.00	1,271,335.00		1,271,335.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795				0.00
c. Adjusted Beginning Balance		1,472,469.00	1,271,335.00	0.00	1,271,335.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,271,335.00	1,305,177.24	0.00	1,305,177.24
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	89,900.58	80,421.53		80,421.53
Unassigned / Unappropriated Amount	9790	1,181,434.42	1,224,755.71	0.00	1,224,755.71

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Golden Valley Orchard School  
 (name continued) \_\_\_\_\_  
 CDS #: 34-67447-0132399  
 Charter Approving Entity: San Juan Unified School District  
 County: Sacramento  
 Charter #: 1728  
 Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
<b>1. LCFF Sources</b>						
State Aid - Current Year	8011	1,699,140.00	0.00	1,699,140.00	1,815,640.00	1,906,637.00
Education Protection Account State Aid - Current Year	8012	50,164.00	0.00	50,164.00	50,760.00	50,760.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	652,297.00	0.00	652,297.00	659,626.00	659,626.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		2,401,601.00	0.00	2,401,601.00	2,526,026.00	2,617,023.00
<b>2. Federal Revenues</b>						
Every Student Succeeds Act (Titles I - V)	8290	0.00	35,456.00	35,456.00	35,456.00	35,456.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	35,456.00	35,456.00	35,456.00	35,456.00
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	0.00	120,729.00	120,729.00	120,729.00	120,729.00
All Other State Revenues	StateRevAO	45,460.00	66,314.00	111,774.00	62,633.00	62,805.00
Total, Other State Revenues		45,460.00	187,043.00	232,503.00	183,362.00	183,534.00
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	45,000.00	0.00	45,000.00	46,865.00	46,865.00
Total, Local Revenues		45,000.00	0.00	45,000.00	46,865.00	46,865.00
<b>5. TOTAL REVENUES</b>						
		2,492,061.00	222,499.00	2,714,560.00	2,791,709.00	2,882,878.00
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	714,957.00	50,000.00	764,957.00	787,906.00	811,543.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	84,872.00	0.00	84,872.00	87,418.00	90,041.00
Other Certificated Salaries	1900	75,229.00	69,800.00	145,029.00	149,380.00	153,862.00
Total, Certificated Salaries		875,058.00	119,800.00	994,858.00	1,024,704.00	1,055,446.00
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	97,482.00	0.00	97,482.00	100,406.00	103,418.00
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	74,319.00	0.00	74,319.00	76,549.00	78,845.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		171,801.00	0.00	171,801.00	176,955.00	182,263.00

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Golden Valley Orchard School  
(name continued) \_\_\_\_\_

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	142,133.64	9,354.36	151,488.00	195,718.00	201,590.00
PERS	3201-3202	65,155.76	3,682.24	68,838.00	44,893.00	46,240.00
OASDI / Medicare / Alternative	3301-3302	33,638.48	4,261.52	37,900.00	74,503.00	22,601.00
Health and Welfare Benefits	3401-3402	88,071.22	28.78	88,100.00	89,862.00	92,557.86
Unemployment Insurance	3501-3502	10,817.27	759.73	11,577.00	12,377.00	12,748.00
Workers' Compensation Insurance	3601-3602	23,034.20	1,465.80	24,500.00	21,109.00	21,742.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
<b>Total, Employee Benefits</b>		<b>362,850.57</b>	<b>19,552.43</b>	<b>382,403.00</b>	<b>438,462.00</b>	<b>397,478.86</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	1,200.00	0.00	1,200.00	1,224.00	1,248.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	36,686.00	16,314.00	53,000.00	54,060.00	55,141.00
Noncapitalized Equipment	4400	17,000.00	0.00	17,000.00	17,340.00	17,687.00
Food	4700	0.00	0.00	0.00		
<b>Total, Books and Supplies</b>		<b>54,886.00</b>	<b>16,314.00</b>	<b>71,200.00</b>	<b>72,624.00</b>	<b>74,076.00</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	46,000.00	0.00	46,000.00	46,920.00	47,858.00
Dues and Memberships	5300	6,200.00	0.00	6,200.00	6,324.00	6,450.48
Insurance	5400	0.00	0.00	0.00	0.00	0.00
Operations and Housekeeping Services	5500	26,000.00	0.00	26,000.00	26,520.00	27,050.40
Rentals, Leases, Repairs, and Noncap. Improvements	5600	261,294.00	0.00	261,294.00	266,519.00	271,850.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	648,535.43	66,832.57	715,368.00	730,439.00	745,453.00
Communications	5900	4,450.00	0.00	4,450.00	4,539.00	4,630.00
<b>Total, Services and Other Operating Expenditures</b>		<b>992,479.43</b>	<b>66,832.57</b>	<b>1,059,312.00</b>	<b>1,081,261.00</b>	<b>1,103,291.88</b>
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)</b>						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	1,143.76	0.00	1,143.76	0.00	0.00
<b>Total, Capital Outlay</b>		<b>1,143.76</b>	<b>0.00</b>	<b>1,143.76</b>	<b>0.00</b>	<b>0.00</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>8. TOTAL EXPENDITURES</b>		<b>2,458,218.76</b>	<b>222,499.00</b>	<b>2,680,717.76</b>	<b>2,794,006.00</b>	<b>2,812,555.74</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>33,842.24</b>	<b>0.00</b>	<b>33,842.24</b>	<b>(2,297.00)</b>	<b>70,322.26</b>

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Golden Valley Orchard School  
(name continued) \_\_\_\_\_

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		33,842.24	0.00	33,842.24	(2,297.00)	70,322.26
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,271,335.00	0.00	1,271,335.00	1,305,177.24	1,302,880.24
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		1,271,335.00	0.00	1,271,335.00	1,305,177.24	1,302,880.24
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,305,177.24	0.00	1,305,177.24	1,302,880.24	1,373,202.50
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	80,421.53	0.00	80,421.53	83,820.18	84,376.67
Undesignated / Unappropriated Amount	9790	1,224,755.71	0.00	1,224,755.71	1,219,060.06	1,288,825.83

CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name: Golden Valley River  
(name continued) \_\_\_\_\_  
CDS #: 36674470114983  
Charter Approving Entity: San Juan Unified School District  
County: Sacramento  
Charter #: 0946  
Fiscal Year: 2022/23

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To the entity that approved the charter school:  
(  x ) 2022/23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Print Name: Caleb Buckley Title: Executive Director

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To the County Superintendent of Schools:  
(  x ) 2022/23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

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For additional information on the BUDGET, please contact:

For Approving Entity:  
Barbara Gross  
Name  
Manager, Fiscal Services  
Title  
916-971-9119  
Telephone  
barbara.gross@sanjuan.edu  
E-mail address

For Charter School:  
Caleb Buckley  
Name  
Executive Director  
Title  
(916) 597-1478  
Telephone  
cbuckley@goldenvalleycharter.org  
E-mail address

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(  x ) 2022/23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
ACOE District Advisor



**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Golden Valley River  
 (name continued) \_\_\_\_\_  
 CDS #: 36674470114983  
 Charter Approving Entity: San Juan Unified School District  
 County: Sacramento  
 Charter #: 0946  
 Budgeting Period: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>A. REVENUES</b>					
1. LCFF Sources					
State Aid - Current Year	8011	1,098,007.00	1,320,994.00	0.00	1,320,994.00
Education Protection Account State Aid - Current Year	8012	686,950.00	724,840.00	0.00	724,840.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	731,513.00	742,690.00		742,690.00
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		2,516,470.00	2,788,524.00	0.00	2,788,524.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	34,096.00		44,096.00	44,096.00
Special Education - Federal	8181, 8182	0.00		0.00	0.00
Child Nutrition - Federal	8220	0.00		0.00	0.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	7,590.00		0.00	0.00
Total, Federal Revenues		41,686.00	0.00	44,096.00	44,096.00
3. Other State Revenues					
Special Education - State	StateRevSE	139,457.00		139,457.00	139,457.00
All Other State Revenues	StateRevAO	332,547.00	51,820.00	68,574.00	120,394.00
Total, Other State Revenues		472,004.00	51,820.00	208,031.00	259,851.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	40,000.00	41,000.00	0.00	41,000.00
Total, Local Revenues		40,000.00	41,000.00	0.00	41,000.00
5. TOTAL REVENUES					
		3,070,160.00	2,881,344.00	252,127.00	3,133,471.00
<b>B. EXPENDITURES</b>					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	916,603.00	973,550.00	50,000.00	1,023,550.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	86,133.00	80,000.00	0.00	80,000.00
Other Certificated Salaries	1900	110,565.00	66,725.00	57,500.00	124,225.00
Total, Certificated Salaries		1,113,301.00	1,120,275.00	107,500.00	1,227,775.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	317,493.00	131,530.17	47,693.83	179,224.00
Non-certificated Support Salaries	2200	17,823.00	63,214.00		63,214.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00			0.00
Clerical and Office Salaries	2400	71,325.00	67,624.00		67,624.00
Other Non-certificated Salaries	2900	0.00			0.00
Total, Non-certificated Salaries		406,641.00	262,368.17	47,693.83	310,062.00

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Golden Valley River  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102	180,266.00	169,803.25	12,775.75	182,579.00
PERS	3201-3202	99,413.00	108,856.40	7,531.60	116,388.00
OASDI / Medicare / Alternative	3301-3302	48,912.00	38,028.64	5,971.36	44,000.00
Health and Welfare Benefits	3401-3402	94,149.00	90,000.00		90,000.00
Unemployment Insurance	3501-3502	125.00	0.00	0.00	0.00
Workers' Compensation Insurance	3601-3602	0.00	0.00	0.00	0.00
OPEB, Allocated	3701-3702		0.00		0.00
OPEB, Active Employees	3751-3752		0.00		0.00
Other Employee Benefits	3901-3902		500.00		500.00
Total, Employee Benefits		422,865.00	407,188.29	26,278.71	433,467.00
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	850.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	213.00	0.00	0.00	0.00
Materials and Supplies	4300	73,566.00	39,626.00	18,574.00	58,200.00
Noncapitalized Equipment	4400	0.00	16,300.00	0.00	16,300.00
Food	4700	0.00	0.00	0.00	0.00
Total, Books and Supplies		74,629.00	55,926.00	18,574.00	74,500.00
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	52,774.00	50,500.00		50,500.00
Dues and Memberships	5300	6,758.00	6,750.00		6,750.00
Insurance	5400	0.00	0.00		0.00
Operations and Housekeeping Services	5500	37,075.00	37,075.00		37,075.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	279,358.00	282,868.00		282,868.00
Transfers of Direct Costs	5700-5799		0.00		0.00
Professional/Consulting Services & Operating Expend.	5800	875,000.00	746,866.54	52,080.46	798,947.00
Communications	5900	6,909.00	4,800.00		4,800.00
Total, Services and Other Operating Expenditures		1,257,874.00	1,128,859.54	52,080.46	1,180,940.00
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
<i>Depreciation Expense (for full accrual basis only)</i>	6900	4,678.00	2,626.00		2,626.00
Total, Capital Outlay		4,678.00	2,626.00	0.00	2,626.00
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		3,279,988.00	2,977,243.00	252,127.00	3,229,370.00
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(209,828.00)	(95,899.00)	0.00	(95,899.00)

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Golden Valley River  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>					
		(209,828.00)	(95,899.00)	0.00	(95,899.00)
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	1,472,469.00	1,262,641.00		1,262,641.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795				0.00
c. Adjusted Beginning Balance		1,472,469.00	1,262,641.00	0.00	1,262,641.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,262,641.00	1,166,742.00	0.00	1,166,742.00
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	98,399.64	96,881.10		96,881.10
Unassigned / Unappropriated Amount	9790	1,164,241.36	1,069,860.90	0.00	1,069,860.90

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Golden Valley River  
 (name continued)  
 CDS #: 36674470114983  
 Charter Approving Entity: San Juan Unified School District  
 County: Sacramento  
 Charter #: 0946  
 Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
<b>1. LCFF Sources</b>						
State Aid - Current Year	8011	1,320,994.00	0.00	1,320,994.00	1,467,423.00	1,574,834.00
Education Protection Account State Aid - Current Year	8012	724,840.00	0.00	724,840.00	747,271.00	747,271.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	742,690.00	0.00	742,690.00	765,406.00	765,406.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		2,788,524.00	0.00	2,788,524.00	2,980,100.00	3,087,511.00
<b>2. Federal Revenues</b>						
Every Student Succeeds Act (Titles I - V)	8290	0.00	44,096.00	44,096.00	44,096.00	44,096.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	44,096.00	44,096.00	44,096.00	44,096.00
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	0.00	139,457.00	139,457.00	139,457.00	139,457.00
All Other State Revenues	StateRevAO	51,820.00	68,574.00	120,394.00	72,839.00	73,018.00
Total, Other State Revenues		51,820.00	208,031.00	259,851.00	212,296.00	212,475.00
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	41,000.00	0.00	41,000.00	42,025.00	42,025.00
Total, Local Revenues		41,000.00	0.00	41,000.00	42,025.00	42,025.00
<b>5. TOTAL REVENUES</b>						
		2,881,344.00	252,127.00	3,133,471.00	3,278,517.00	3,386,107.00
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	973,550.00	50,000.00	1,023,550.00	1,019,507.00	1,050,092.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	80,000.00	0.00	80,000.00	82,400.00	84,872.00
Other Certificated Salaries	1900	66,725.00	57,500.00	124,225.00	127,952.00	131,790.00
Total, Certificated Salaries		1,120,275.00	107,500.00	1,227,775.00	1,229,859.00	1,266,754.00
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	131,530.17	47,693.83	179,224.00	184,601.00	190,139.00
Non-certificated Support Salaries	2200	63,214.00	0.00	63,214.00	65,111.00	67,064.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	67,624.00	0.00	67,624.00	69,653.00	71,742.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		262,368.17	47,693.83	310,062.00	319,365.00	328,945.00

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Golden Valley River  
(name continued) \_\_\_\_\_

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	169,803.25	12,775.75	182,579.00	229,023.00	241,950.00
PERS	3201-3202	108,856.40	7,531.60	116,388.00	119,880.00	123,476.00
OASDI / Medicare / Alternative	3301-3302	38,028.64	5,971.36	44,000.00	45,320.00	46,680.00
Health and Welfare Benefits	3401-3402	90,000.00	0.00	90,000.00	91,800.00	94,554.00
Unemployment Insurance	3501-3502	0.00	0.00	0.00	0.00	0.00
Workers' Compensation Insurance	3601-3602	0.00	0.00	0.00	0.00	0.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	500.00	0.00	500.00	515.00	530.00
Total, Employee Benefits		407,188.29	26,278.71	433,467.00	486,538.00	507,190.00
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	39,626.00	18,574.00	58,200.00	59,364.00	60,551.00
Noncapitalized Equipment	4400	16,300.00	0.00	16,300.00	16,626.00	16,959.00
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		55,926.00	18,574.00	74,500.00	75,990.00	77,510.00
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	50,500.00	0.00	50,500.00	51,510.00	52,540.00
Dues and Memberships	5300	6,750.00	0.00	6,750.00	6,885.00	7,023.00
Insurance	5400	0.00	0.00	0.00	0.00	0.00
Operations and Housekeeping Services	5500	37,075.00	0.00	37,075.00	37,817.00	38,573.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	282,868.00	0.00	282,868.00	288,525.00	294,296.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	746,866.54	52,080.46	798,947.00	816,284.00	833,087.00
Communications	5900	4,800.00	0.00	4,800.00	4,896.00	4,994.00
Total, Services and Other Operating Expenditures		1,128,859.54	52,080.46	1,180,940.00	1,205,917.00	1,230,513.00
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)</b>						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	2,626.00	0.00	2,626.00	0.00	0.00
Total, Capital Outlay		2,626.00	0.00	2,626.00	0.00	0.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		2,977,243.00	252,127.00	3,229,370.00	3,317,669.00	3,410,912.00
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(95,899.00)	0.00	(95,899.00)	(39,152.00)	(24,805.00)

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Golden Valley River  
(name continued) \_\_\_\_\_

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(95,899.00)	0.00	(95,899.00)	(39,152.00)	(24,805.00)
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,262,641.00	0.00	1,262,641.00	1,166,742.00	1,127,590.00
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		1,262,641.00	0.00	1,262,641.00	1,166,742.00	1,127,590.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,166,742.00	0.00	1,166,742.00	1,127,590.00	1,102,785.00
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	96,881.10	0.00	96,881.10	99,530.07	102,327.39
Undesignated / Unappropriated Amount	9790	1,069,860.90	0.00	1,069,860.90	1,028,059.93	1,102,785.00



## VOLUNTEER POLICY

*(Presented to the Board of Trustees on June 8, 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. **Additional screenings may be necessary, as deemed by Federal, State, or Local law or requirements, including but not limited to additional public health requirements.** 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 **as a volunteer** 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. **To prevent a conflict of interests, the Board of Trustees shall solely be responsible for the dismissal or reassignment of volunteers serving under its capacities according to its bylaws and charter.** 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.



BOT Chair Report

DATE: 6/8/22

### Board Planning and Succession

At this last meeting of the year, we have several candidates for Board Trustee. These candidates have been vetted and qualified earlier than our normal cadence of bringing on Board Members, at the beginning of the school year and first regular Board Meeting in August. The change this year will allow the Board to keep a minimum number of Trustees over the summer months, as I transition off the Board at the end of the School Year on June 30, 2022. Our Vice Chair, Jennifer Huetter will take over the leadership duties of the Board. At the Annual Meeting in August, a new Board Chair will be appointed and voted in, along with other officers and committees.

I am also pleased that there has been renewed interest in Board Service from the community. As we have begun to gather again, I have had several interested parties that have reached out to the Board about serving. As part of our ongoing efforts to recruit a robust Board of highly qualified candidates, the Board will continue to reach out to the community for those who would be well equipped for Board service. As the process for qualification and preparation for Board service can take many months, it is important that the Board continue to recruit and network, bringing new member into this process throughout the year. For training, support, and organization purposes, most new members are brought on at the beginning of the school year, in August. If you or someone you know are interested in our schools' governance, please contact the Board at [bot@gvcharter.org](mailto:bot@gvcharter.org).

### Time to Say Farewell

As my time of Board service and presiding as the BOT Chair winds down, I am reflective and grateful. This is a bittersweet time of endings and new beginnings for me. My time as a Board Member and Board Chair are ending, with my second child's completion of his elementary education. Last weekend, I watched with wonder and amazement as my son, Will, and his Hazel Tree Classmates graduated from 8<sup>th</sup> Grade. The ceremony at the River School, under The Oaks, with cool breezes, laughter, and tears, was intimate and heartfelt. We shared a lovely evening with his classmates and their families, and with the Staff that has supported them over so many years. It was a tapestry of beauty.

It went by all too quickly... Will's 9 years here, my older son, Andrew's previous K-8 education at Golden Valley.... After 12 years as a Golden Valley parent, and the last 4 years serving as a Board Member, it is time to say goodbye to this lovely community. I am so very grateful for every person who has left their imprint on our schools and brought my children, my family, and our community to this point. This is particularly poignant after such a difficult and impactful two years of COVID-19. I will forever have gratitude for those in our school community that have showed up with grace, patience, kindness, and determination. They supported our children and our schools and as we navigated through this particularly difficult season. I am especially grateful for my fellow Trustees who have served with me through a very difficult time for schools. Jennifer Huetter and I were voted on to the Board at the same



meeting, 4 years ago, and she has been an anchor of support as a fellow Board Officer. Stephen Quadro and I have served together for three years, and I value his keen skill with budgets, numbers, and a logical approach. Ekaterina Hkmelniker has been a wonderful addition to the Board this year and her pragmatism and willingness to pitch in where she is needed is very much appreciated. I have enjoyed serving with so many others over the past several years, as well. I am grateful for our time together and will miss all of you. I am looking forward to having our new members find their place on the Board as they move forward with this important work. My special wish to the Board the minimum number of Special Meetings available to them next year.

I am also thankful for the Delegates, Faculty, Staff, and Leadership who have supported the Board with their work and made our jobs easier with their dedication to their jobs. A special acknowledgement to those Golden Valley employees I have worked so closely with over the last three years as Board Chair: our Executive Director, Caleb Buckley, and our Board Clerk, Amala Easton. I appreciate their hard work and collaboration during my tenure. I wish them a quiet July and some well-earned rest.

Golden Valley has been through so much growth and change over my years here. We have weathered many storms, including a world-wide pandemic and a school closure. We have also celebrated and experienced many milestone events such as leadership changes, new campuses, changing Faculty and Staff, and our 20<sup>th</sup> Anniversary, coinciding with the 100<sup>th</sup> Anniversary of Waldorf Education, in 2019. There have been heartfelt celebrations and heartbreaking moments. But all the while, the consistency and the beauty of this Waldorf education has brought us through it all. My hope is that this legacy continues for this community and for those who will join us in the years to come. It is my desire to share this inspiring education with others and this is the reason I have volunteered in this community with joyful service. It has truly been a gift, gratefully given and received.

Warm regards,

Heather Fraser Hurtt  
Board Of Trustees, Chair  
Golden Valley Charter Schools



# GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT  
Submitted by Caleb Buckley, EdD

June 8, 2022

K-8 Tuition for Public Waldorf Schools

## THE CHARTER MANAGEMENT OFFICE

With the closure of the Tahoe School this year and a host of new mandates for next year, the central office will be reducing its workforce by two full time positions and reshuffling duties. Our HR Manager Marnie Whitworth is moving to Arizona and so Paula Watson will move back into that role but retain some business functions such as overseeing the payroll system. Elayne Holder who was our last hire at the CO will also be leaving. Eowyn Cole, who works as the office manager will also take on the enrollment position and support social media and events. Marlene Laughter will continue to hold marketing and the website while now being our main link to the educational foundation and fundraising efforts, including the data management of donations. Amala Easton will remain as assistant to executive director, clerk to the Board of Trustees, and will oversee the master calendar. The other roles are largely unchanged: Jennifer Hoover as compliance manager overseeing the LCAP and plans for mandated programs, Carol Evans as CalPads administrator and A/P, Ashley Laney will oversee registration and student data, and Bob Holt will support technology. A key member of our leadership team, our new special education director Devin Lombardi will be leaving in August to care for her family.

Since this is the last board meeting of the 2022-23 school year, we say goodbye to our fearless board chair, Heather Fraser-Hurtt. She guided the schools through the pandemic and went from presiding over quiet meetings in the computer lab to moderating online forums with over 100 participants handling a complex range of emotionally charged decisions. She handled this with aplomb and grace to land us on the other side of the pandemic era at Golden Valley. Also departing is our River Principal Barbara Ames who begins retirement in a few weeks. Barbara has been the rock of the River community for 15 years. Her success in administration was felt in special education, hiring, and evaluation and no corner of Golden Valley was untouched by her positive impact.



## GOLDEN VALLEY ORCHARD SCHOOL



The month of May found Orchard School enjoying the end-of-the-year festivities as we return to normalcy. Teachers and staff thanked our volunteers and donors at a special morning tea with entertainment from several classes and staff. We bid our 8<sup>th</sup> graders a fond farewell through different events to honor them. Kindergarten teachers welcomed them back to the beginning during an afternoon of reminiscing, storytelling, and bread baking with their former teachers. All the grades' classes participated in our annual Spirit Day. It turned out to be one of the hottest days of the school year, however, that didn't stop the children from playing on the field and happily getting wet before stopping for a refreshing popsicle. Many thanks to our Student Council for sponsoring the event. Graduation for our Linden Tree Class was spectacular. The 7<sup>th</sup> grade class transformed our Sunshine Garden into a magical woodland for all to gather for refreshments before the event. The whole community was invited and many past teachers from preschool to specialty teachers came to celebrate our newest graduates. A special congratulations to Mr. Phillips, the first Orchard teacher to take a class from 1<sup>st</sup> grade through 8<sup>th</sup> grade. His dedication, love, and excellence have served to send these students off to high school ready for the world.



Orchard May 27, 2022 Enrollment					
	21.22	20.21	19.20	18.19	17.18
TK	~	15	15	20	13
K	~	35	29	26	33
ABK	20	10	N/A	N/A	N/A
LBAK	8	20	22	24	19
OBK	22	18	22	22	22
1	30	26	30	29	31
2	30	30	29	26	31
3	28	24	24	20	30
4	24	25	27	30	30
5	26	28	29	27	30
6	24	29	31	29	27
7	27	26	25	23	29
8	25	22	25	28	N/A
Total	264	258	264	258	255

ORCHARD ENROLLMENT PROJECTIONS			
	22-23	21-22	20-21
TK			20
K			34
ABK	22	23	22
OBK	22	23	22
LBAK	8	11	10
1	32	31	31
2	32	30	31
3	32	30	31
4	30	30	28
5	28	27	30
6	29	30	30
7	28	30	31
8	28	28	25
Total	291	293	291

## GOLDEN VALLEY RIVER SCHOOL



River School held all traditional closing events including May Day, Volunteer Appreciation Tea, closing Friday gathering, Spirit Day, Rose Ceremony and graduation. In addition, the second grade hosted a second play outdoors, *The Lorax*, and the middle school walked to Negro Bar for their first annual End-of-Year BBQ. Ryan Sutton was thrilled by the joy his students showed during dancing at our internal May Day Festival. Faculty was surprised by the reverence they observed by all grades students. The experience of an in-house festival is very different from a community wide event. Faculty appreciated the simplicity, full student attendance, seventh grade participation, faculty support, and wreath making for all classes with the help of parent volunteers. Volunteer Tea went well and attendance was high. Faculty prepared the MP room environment, food, drinks, and performances. Grades 1, 3, 4 and 8 offered singing, movement and instrumental playing. Our closing Friday gathering was extra special because Mrs. Ames was "flooded" with virtues acknowledgements from the students. Poppy, second grade, sang two special songs to send her into retirement. Spirit Day was organized by Student Council and the middle school teachers. The events were fabulous, and children enjoyed a real "out breath" on an extremely hot afternoon. Rose Ceremony and graduation were both well-attended and celebratory. River School invited the whole community to Rose Ceremony and Parent Circle provided hospitality just like pre-COVID. Only grade 8 families were invited to an outdoor graduation ceremony, but grade 7 students played "Pomp and Circumstance" with their recorders led by Hilary Pollock. Some of their families stayed to witness along with several students who had been members of Hazel class in the past. Speakers included past teacher, AJ Lacoste, class parent, Heather Fraser-Hurtt, and current teacher, Ryan Sutton. 2021-2022 school year ended successfully!





River May 27, 2022 Enrollment					
	21.22	20.21	19.20	18.19	17.18
TK	~	24	25	27	22
K	~	38	39	39	32
CBK	20	19	20	20	10
LBK	22	23	22	23	22
PBK	22	24	22	23	20
1 <sup>st</sup>	28	30	31	31	31
2 <sup>nd</sup>	30	29	29	31	30
3 <sup>rd</sup>	30	26	29	29	30
4 <sup>th</sup>	26	24	28	29	30
5 <sup>th</sup>	27	23	30	28	27
6 <sup>th</sup>	27	31	30	26	29
7 <sup>th</sup>	21	24	29	20	29
8 <sup>th</sup>	20	22	17	28	25/24
1 <sup>st</sup> HS	10	4	8	9	N/A
2 <sup>nd</sup> HS	3	7	7	4	N/A
3 <sup>rd</sup> HS	6	7	4	4	N/A
4 <sup>th</sup> HS	3	3	3	1	N/A
5 <sup>th</sup> HS	0	3	2	N/A	N/A
Total	295	299	311	306	307

RIVER ENROLLMENT PROJECTIONS			
	22-23	21-22	20.21
TK		25	24
K		39	37
CBK	21	21	17
LBK	24	22	22
PBK	24	22	22
1	34	31	33
2	32	30	31
3	32	30	31
4	30	30	30
5	29	29	30
6	30	28	30
7	30	30	30
8	23	24	29
1 Home Study	6	5	4
2 Home Study	6	3	9
3 Home Study	3	6	6
4 Home Study	7	7	4
5 Home Study	n/a	2	3
Total	331	320	331

## ENROLLMENT

**Enrollment** - The enrollment and student registration office has received a 95% of our new student pre-registration for the 22-23 school year. We have 117 sibling and new students accepted for Orchard and River School. Since the closing of the school year, a few more withdraws have finalized. We most likely will receive more withdraws over the next to months. We currently have enrollment openings for Transitional Kindergarten students for both schools.

## MARKETING

**Marketing: Social Media** posting for GVCS is at least three times a week and up to daily. Enrollment postcards for 22-23 are printed and physically available at the school sites for distribution. We have marketing campaigns set for advertising for transitional kindergarten students for the month of July and will set PIM/tour dates for September to broadcast. GVEF will have a Fireworks booth in the Fair Oaks area the last week of June. We will have cards and banners advertising the school.

**Website Project:** It is set to debut by the end of June. Back end training begins in mid June. A communication will go out before the end of the month.

**Retention, Social Media, & Newsletters** Many photos with an insider's look into the schools are being communicated online and through newsletters. We continue to offer school tours for the families who have accepted enrollment for the 22-23 school year. We held an end of year community picnic at the River School, had a Parent Enrichment offering with Jack Petrash, cold treats, and welcomed some new families.

**Outreach:** Mr. Sutton and Ms. Page will each host a tour at their schools in June. We are welcoming families who have pre-registered as well as new families interested to receive an application and information about our schools. Ms. Oi, the Ladybug Afternoon Kindergarten Teacher, will offer an example day in the kindergarten for prospective families. Our goal is to invite Transitional Kindergarten families. This event will be advertised on Social Media and communicated to local preschools.


## SPECIAL EDUCATION AND ASSESSMENTS

Golden Valley is very sad to announce that Devin Lombardi will be leaving this summer as our special education director. Her decision rests solely on the need to support her family at home and she is welcome back at GVCS in the future. This position will not be immediately filled as we launch the new school year. There are a couple of other positions in this department that are open. We also have been running extended school year classes in June at River School for a couple of IEP students.

For 2022-23, GVCS is considering having one person run the testing/assessments and computer classes at both River and Orchard.

## COMPLIANCE AND ACCOUNTABILITY

In addition to the updated COVID safety plans, Golden Valley staff generated 600 pages of plans for new programs. New offerings such as after school programs, summer enrichment, and meals delivery will all require new hires and management. The benefits to Golden Valley's students are clear as we try to take a state mandate and make it work for a Waldorf charter environment. The month of June will be full of program articulation as we prepare to introduce GVCS families to these new offerings on registration day in August.



## DEVELOPMENT

DEVELOPMENT FUND CAMPAIGNS					
<i>Campaign</i>	<i>Donors/Households</i>	<i>YTD Rec'd</i>	<i>Pledged</i>	<i>Goal</i>	<i>Goal (%)</i>
AGC - Orchard	114/195	\$53,459	\$77,020	\$100,000	77%
AGC - River	140/255	\$75,875	\$92,422	\$100,000	92%
AGC - Tahoe	43	\$65,026	\$65,026	--	--
AGC - Unclassfd	1	\$98	\$98	--	--
GVEF 9/21 (Fireworks)	--	\$40,000 (\$36,003)		--	--
GVEF 10/21 (Eagle Chase)	--	\$40,000 (\$35,825)		--	--
Amzn Smile (GVEF)	--	\$742		--	--
Farm Fresh	--	\$768		--	--
BadFish Coffee	~	\$219			
<b>Total to Date</b>		<b>\$276,799</b>			
<b>Projected Total</b>				<b>\$316,887</b>	

\*Annual Giving includes Benevity.



## ENROLLMENT

**Thank you to our departing faculty and staff members for their service to the Golden Valley community. We wish them the best in their future endeavors.**

Mr. Richard March, Music Teacher, Orchard and River  
Ms. Nikki Campos, Teacher, Orchard  
Ms. Dawn Ward, RSP, River  
Ms. Cami Kenney, Games Teacher, Orchard and River  
Ms. Aubrey Cavin, IA, Orchard  
Ms. Alyssa Hellesvig, Kindergarten Assistant  
Ms. Lidia Chavez-Huerta, IA, Special Ed  
Ms. Ashley Silva, ESS River  
Ms. Barbara Linaras, Principal, Tahoe  
Ms. Barbara Ames, Principal, River  
Ms. Marnie Whitworth, Human Resources, Central Office  
Ms. Elayne Holder, Development Coordinator, Central Office

**Golden Valley welcomes new faculty and staff to the Golden Valley family.**


Mr. Kevin Branson- Music Teacher, Orchard and River  
Ms. Emily Jacobson- IA, Orchard

**Existing staff moving into new positions:**

Mr. Ryan Sutton-8<sup>th</sup> Grade Teacher to River Principal  
Mr. Zach Phillips-8<sup>th</sup> Grade Teacher, Orchard to Grades Teacher Mentor, Orchard and River  
Ms. Pepper Fong- 1<sup>st</sup> Grade IA at Orchard to IA Ed Support, River

**2022/2023 Orchard Class Teachers**

ABK-Cristina Doyon  
OBK- Dan MacKinnon  
LBAK-Janice Oliver-Iraci  
1<sup>st</sup> Grade- Open  
2<sup>nd</sup> Grade- Upekkha(Jennifer)Evans  
3<sup>rd</sup> Grade-Jordan Todd  
4<sup>th</sup> Grade-Brianne Hidden  
5<sup>th</sup> Grade-Michelle McDonough  
6<sup>th</sup> Grade-Christina Maynard  
7<sup>th</sup> Grade- Chelsea Nealy  
8<sup>th</sup> Grade- Timothy Alves



**2022/2023 River Class Teachers**

CBK- Annie Bosque

LBK-Tavia Pagan

PBK- Lynn Freund

1<sup>st</sup> Grade- Open

2<sup>nd</sup> Grade-Danuta Dias

3<sup>rd</sup> Grade-Jenni Walthard

4<sup>th</sup> Grade- AJ Lacoste

5<sup>th</sup> Grade -Cynthia Feeney

6<sup>th</sup> Grade -Lisa Moraga

7<sup>th</sup> Grade -Jessie Wadkins

8<sup>th</sup> Grade-Amanda parker

Meadowbrook-Tricia Maughan

