



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

Board of Directors

John Brennan Alpana Carey Rex Fortune, Ph.D. Martha Melendez-Quadros
Judy Miller Joshua Modlin Jean-Paul Prentice

Regular Meeting of the Board of Directors Thursday, June 9, 2022 at 9:30 a.m.

1401 El Camino Avenue, Suite 510, Sacramento, CA 95815

Teleconference Locations:

1301 E Durham Ferry Rd, Tracy 95304

Notice of the Means by Which Members of the Public May Observe the Meeting and Offer Public Comment, Pursuant to Government Code section 54953. Members of the public are encouraged to participate in the meeting by submitting written comments by email to: leanna.comer@pacificcharters.org. To view the PCI Board Meeting by computer, tablet, or smart phone, go to: <https://zoom.us/j/97076546765> To listen by phone: Primary Number: (669) 900-6833 Secondary Number: (346) 248-7799 Enter the Meeting ID: 97076546765# Webinar ID: 970 7654 6765

Public Comments: Public comments may be made via the Zoom Q&A Tool. Once the meeting has started, click the Q&A button at the bottom of the Zoom window. When the Q&A window appears, enter your name and the agenda item you wish to address in the input box, then choose "Send." Be prepared to speak when prompted by name during the public comments portion of the meeting. Public Comments will be received until the public comment period has elapsed. Comments are limited to a maximum of two (2) minutes per speaker per agenda item, and individuals are limited to a single comment per agenda item. Additionally, during the meeting any questions or comments may be submitted via the Q&A or chat features on Zoom or a participant may use the "raise hand" tool. Members of the public who wish to comment in person will need to fill out a speaker's card and submit to the board president prior to the start of the Public Comments agenda item. You may contact leanna.comer@pacificcharters.org prior to the meeting if you have questions about this process.

Access to Board Materials: A copy of the written materials which will be submitted to the Board may be reviewed by any interested persons on PCI's website along with this agenda following the posting of the meeting agenda at least 72 hours in advance of this board meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling 866-992-9033, ext. 3000. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

- 1. Call to Order & Roll Call**
- 2. Adoption of Agenda**

3. Hearing of Parties Desiring to Address the Board and/or Present Petition

Anyone may address the board regarding any item that is within the board's subject matter jurisdiction. At this point on the agenda, opportunity is provided for any individual or representative of a group to make statements to the board regarding an item(s) not listed on the agenda. The board, by law, may not take action on an item introduced during this portion of the agenda.

4. PUBLIC HEARING

1. 2022-2023 LCAP: Heritage Peak Charter School- Dr. Paul Keefer, Executive Director
2. 2022-2023 LCAP: Rio Valley Charter School- Ms. Leslie Leedy, Director
3. 2022-2023 LCAP: Sutter Peak Charter Academy- Ms. Heather Marshall, Director
4. 2022-2023 LCAP: Valley View Charter Prep- Mr. John Mittan, Director
5. PCI 2022-2023 Adopted Budgets-2021/2022 Estimated Actuals for Heritage Peak Charter; Rio Valley Charter School; Valley View Charter Prep; Sutter Peak Charter Academy- Mr. Larry Pastore, Corporate Accountant

5. Business Items

1. BP 7001 FASB ASC 842 Capitalization Policy- Mr. Larry Pastore, Corporate Accountant
2. Revised BP 3001 Homeschool Student Budget Policy- Ms. Danielle Franco-Matteolli, Business and Operations Manager

6. Reports/Communications

1. Pacific Charter Institute Review of Schools – The school directors
2. ELL Program Development Plan for Pacific Charter Institute – Ms. Yolanda Villegas, Assistant Director of Academic Services

7. Closed Session

1. Public Employee Performance Evaluation (Certificated) - Executive Director (G.C. 54957)

8. Announcement of Action(s) Taken in Closed Session

9. Business Items

1. Required Oral Report Regarding Executive Director Employment Agreement Compensation – Dr. Rex Fortune, PCI Board President
2. Approval of Executive Director Employment Agreement for 2021-2022 School Year

10. Future Meetings: Monday, June 13, 2022

11. Adjournment

Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Executive Director, 866-992-9033, ext. 3000 at least 24 hours before the scheduled board meeting. [Government Code §54954.2] [Americans With Disabilities Act of 1990, §202].



Pacific Charter Institute

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BOARD OF DIRECTORS MEETING

DATE: June 9, 2022

AGENDA ITEM: #4/1 – 2022-2023 LCAP: Heritage Peak Charter School

Background:

Dr. Paul Keefer, Executive Director, will present this item. The annual Local Control and Accountability Plan is used to provide details regarding local educational agencies (LEA's) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code 52060, 47605, 47605.5, and 47606.5.

RECOMMENDED ACTION:

Information only, no action required.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heritage Peak Charter School

CDS Code: 34765050108415

School Year: 2022-23

LEA contact information:

Yolanda Villegas

Director

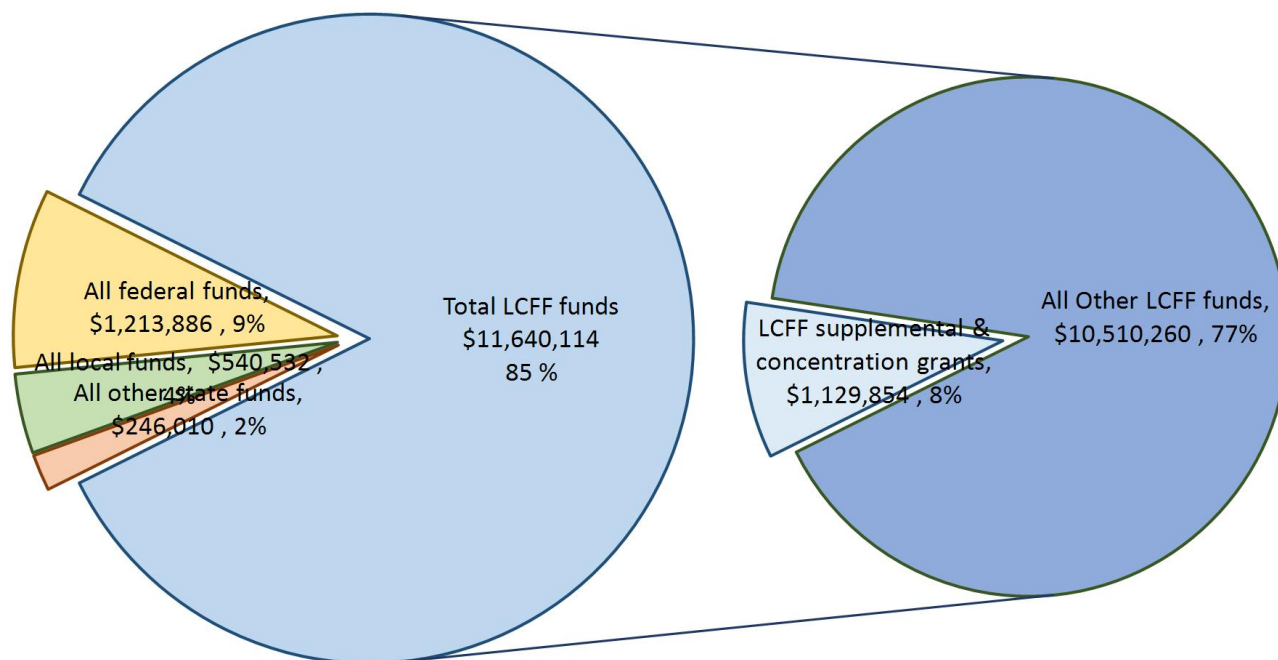
yolanda.villegas@pacificcharters.org

866-992-9033

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 School Year

Projected Revenue by Fund Source

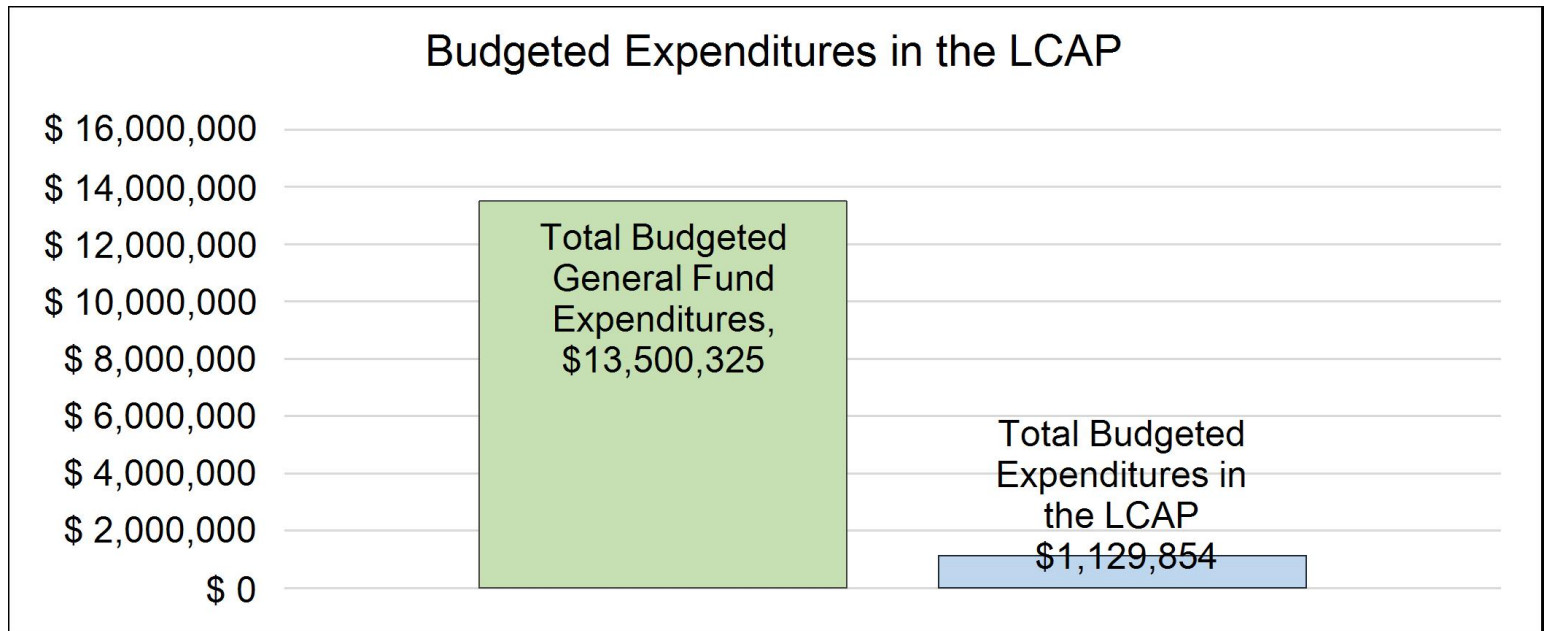


This chart shows the total general purpose revenue Heritage Peak Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Heritage Peak Charter School is \$13,640,542, of which \$11,640,114 is Local Control Funding Formula (LCFF), \$246,010 is other state funds, \$540,532 is local funds, and \$1,213,886 is federal funds. Of the \$11,640,114 in LCFF Funds, \$1,129,854 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Heritage Peak Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

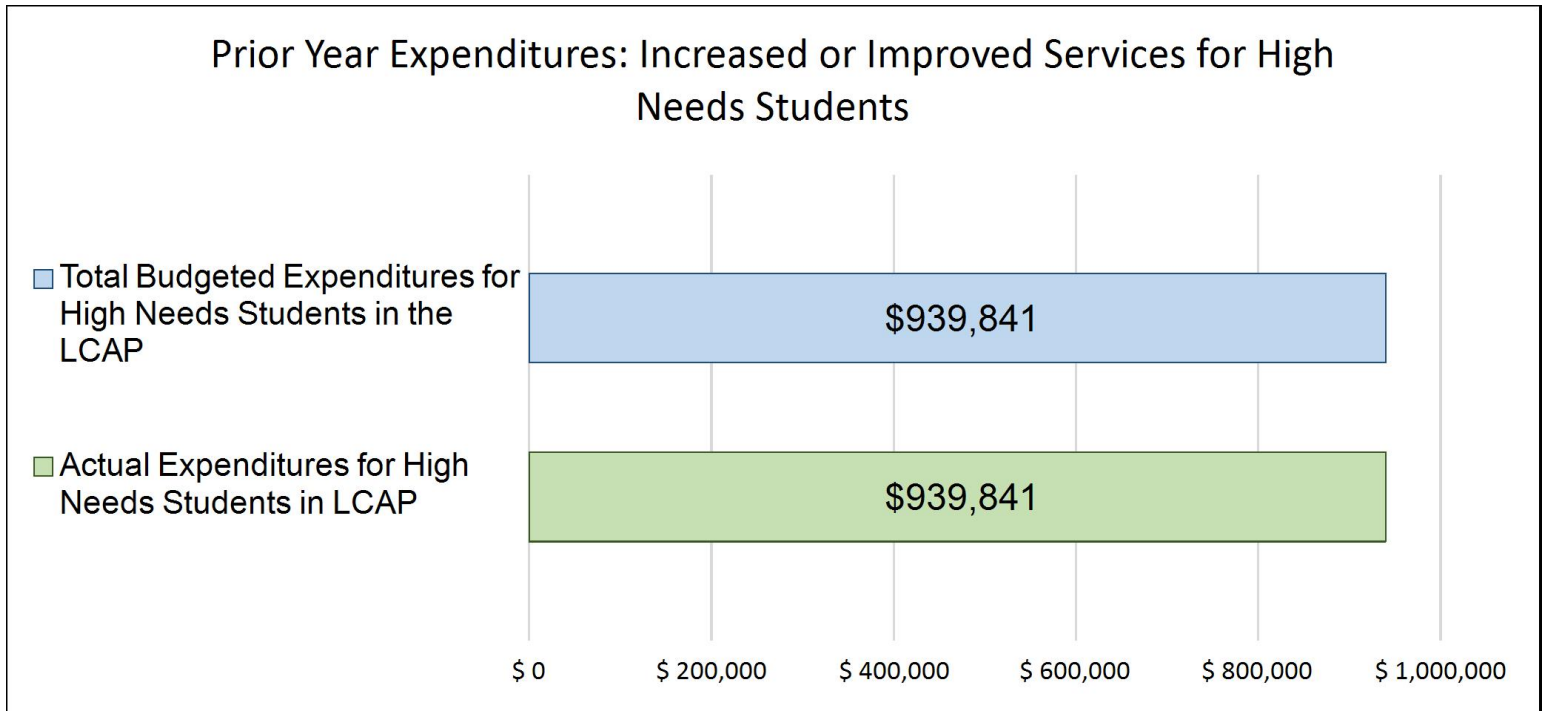
The text description of the above chart is as follows: Heritage Peak Charter School plans to spend \$13,500,325 for the 2022-23 school year. Of that amount, \$1,129,854 is tied to actions/services in the LCAP and \$12,370,471 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Heritage Peak Charter School is projecting it will receive \$1,129,854 based on the enrollment of foster youth, English learner, and low-income students. Heritage Peak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Heritage Peak Charter School plans to spend \$1,129,854 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Heritage Peak Charter School's LCAP budgeted \$939,841 for planned actions to increase or improve services for high needs students. Heritage Peak Charter School actually spent \$939,841 for actions to increase or improve services for high needs students in 2021-22.



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
Heritage Peak Charter School	Yolanda Villegas Director	Yolanda.villegas@pacificcharters.org 866-992-9033

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 2020–21 Local Control and Accountability Plan (LCAP).

The Director of Heritage Peak Charter School (HPCS) holds multiple meetings annually with stakeholders, including parents, pupils, teachers, other school personnel, and other school administrators. At these meetings, school leadership address the descriptions of the school grants and funding, progress toward meeting annual school goals, and discuss future school goals that relate to grants and funding, including those not addressed in the 2020–21 Local Control and Accountability Plan (LCAP). Annually, Heritage Peak Charter School surveys all its stakeholders via email in the Spring, including parents, pupils, teachers, other school personnel, and other school administrators. Most of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders' meetings are reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings are discussed regarding the school’s needs and areas for growth.

In the fall, HPCS leadership met with its educational partners to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant.

HPCS's board met the requirements of Executive Order N-29-20. The school board for Heritage Peak Charter School offers virtual/in-person board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Heritage Peak staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

Plans for use of the Educator Effectiveness Grant were brought to the governing board on December 9, 2021. Funds will be used to provide the opportunity for teachers to attend professional development to support and/or address student learning loss to continue to improve instruction in literacy across all subject areas and social emotional learning during the 2022-2026 school years.

In April 2021, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations. In 2020, multiple trainings for staff professional development were offered including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events. Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone can initiate a wellness team check-in on a student.

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher is in constant communication with families. Various methods of communication including the Heritage Peak Charter School website, newsletter, Pacific Charter Institute website, phone, email, Swift Reach, Microsoft TEAMS, Sign Up Genius and/or text are used to ensure that every student is informed of the opportunities for supplemental instruction and support.

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.

Heritage Peak Charter School held its first 21-22 School Site Council, (SSC), meeting on November 15th, 2021. During this meeting, stakeholders voted new officers into key leadership roles. A plan was developed to hold the next SSC meeting on December 13, 2021 to discuss school-wide performance indicators, results of the 2021 WASC Self-Study Visiting Committee Report, and plans to improve services

using ESSER II and III funding. At a special Board Meeting on October 9, 2021, the school Director presented plans to use these funds over the lifetime of the grant cycle. The plans were created based on stakeholder survey data and were unanimously approved by the board. These plans include increasing the number of staff who provide direct services to students who are low-income, English learners, and/or foster youth. The SSC will be asked to review and augment these plans using Consolidated Title funding to support: students through tutoring, technology, equipment, professional development, counseling, and instruction.

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.

All one-time funds were spent on a one-to-one technology initiative for students and teachers.

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.

The HPCS ESSER III plan can be found at <https://secureservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/10/HPCS-ESSER-III-Plan.pdf>.

The HPCS LCAP, https://secureservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/10/2021_Local_Control_and_Accountability_Plan_Heritage_Peak_Charter_School_20210827-1.pdf, as well as the Expanded Learning Opportunities Grant, https://secureservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/05/2021_Expanded_Learning_Opportunities_Grant_Plan_Heritage_Peak_Charter_School_20210520 were referenced in the ESSER III plan.

Total ESSER III funds received by the LEA are \$1,506,195.

Due to lack of candidates for specific positions the PCI Board of Directors approved changes to the ESSR II and ESSR III plans to close the learning loss gap.

The ESSER III grant will be spent on Strategies for Continuous and Safe In-Person Learning including Covid Testing for the 22-23 and 23-24 school years, and the purchase, installation, and maintenance of air purifiers for each resource center, for the 21-22, 22-23, and 23-24 school years.

The ESSER II and ESSER III funding will also be used to address the impact of lost instructional time. We changed two key areas including mental health and community engagement positions as these did not rate high on the LCAP survey for services. We also decreased the amount of pandemic prevention supplies and strategies due to the change in the severity of the pandemic. The funding changes will be used for direct instruction by single subject teachers grades 6-12, an English language teacher for all EL students, full time counselor, technology support through student, parent, and teacher training workshops, and the purchase and repair of technology.

Our proposed plan was developed based on previously identified school needs identified through our annual LCAP process. In the Spring of 2022 we distributed a survey to all parent/guardian stakeholders requesting feedback on strategies for continuous and safe in-person learning, addressing lost instructional time, and how to use any remaining ESSER III funds. Of the 73 total survey responses, The MOST IMPORTANT state priorities include:

Implement state standards: measures implementation of academic content and performance standards adopted by State Board of Education. 42/73 respondents

Access to broad course of study: measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects. 50/73 respondents

The stakeholders' responses identified planning for long-term closures (meals, technology, IDEA requirements, and other ed services), outreach to significant subgroups purchasing educational technology, addressing learning loss among students, and providing mental health services and supports as our greatest needs. The plan was further refined and developed with the help of both the PCI and HPCS leadership teams. The plan was then submitted to our governing board in October for review, discussion, and approval. Only after realizing staffing shortages did the HPCS leadership team, staff, and stakeholders realized a more acute, achievable plan be put in place.

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.

All enrolled HPCS students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Heritage Peak students learn from home with their parents, under the supervision of their credentialed teacher. All in-person student meetings are completed in-person or through an online platform. Virtual class offerings, including our a-g courses, meet online with a highly credentialed teacher. All students have consistent, regular access to assignments, assessments, and instructional support through our virtual platform and in-person platforms. Teachers, students, and families are provided with tech support and resources to increase their ability to provide educational services to their students. Human Resources provides updates with mental health supports and workday guidelines for teachers and their families.

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of

individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs are met. In the Fall of 2021, 100% of students who identified need were provided a computer and or hotspot.

For information regarding our safety plan, including COVID safe return to school procedures, please refer to our website: <https://pacificcharters.org/about/corporate-policies/>.

Heritage Peak Charter School includes parents and students on decisions related to technology, mental, physical health, and educational concerns. All additional services, needs, and concerns, including those for students with special needs are addressed through individual meetings with families and adjustments are made to accommodate the student.

Heritage Peak Charter School supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2020-2021 school year, Pacific Charter Institute (PCI) and the Heritage Peak counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health. Information from this survey will continue to guide our work through Spring 2022 when a new survey will be distributed.

Heritage Peak Charter School offers virtual opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum. These classes are offered live through secure online environment and recorded for future viewing. Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their credentialed teachers regularly. Teachers worked with multiple families together to develop community and student interaction with other students. The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches,

and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools are presented. Additionally, teachers who are less experienced addressing specific areas of writing, can participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions are recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities are led by PCI's ELA Content Specialist.

Expanded Learning Opportunities

HPCS met with parents, teachers, support staff and school leadership to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant. After discussion those present all agreed that the ELO grant funds should be directed to:

- Accelerating Learning to make up for lost time- we need nuts and bolts training, curriculum, and direction instruction
- Tutoring and small group learning opportunities and support
- Educator Training for accelerated learning

In addition to all state-mandated assessments outlined below, Heritage Peak Charter School administers the NWEA/MAP Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2. The NWEA/MAP Diagnostic is administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth and create individualized learning paths. The NWEA/MAP Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment with a computer and internet access. DIBELS, administered in the same three assessment windows provided a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use the data to identify students who need additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students. The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment was given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days) The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021



Local Control 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
Heritage Peak Charter School	Yolanda Villegas Director	Yolanda.villegas@pacificcharters.org 866-992-9033

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.

Introduction: Heritage Peak Charter School (HPCS) is authorized by the Twin Rivers Unified School District. The school has been operational for over 15 years. The current enrollment is 1044 students. The school serves TK-12th grades through a variety of home school/independent study models utilizing three resource centers. The school is governed by Pacific Charter Institute's (a non-profit) Board of Directors and is an active member of California Charter Schools Association, Charter School Development Center, and APLUS+ advocacy groups. During the 2014-15 school year, Heritage Peak was awarded a 6-year accreditation by the Western Association of Schools and Colleges (WASC). In October 2019, the Twin Rivers School Board voted unanimously to renew the Charter for another 5 years.

Our significant student demographics consist of 13.09% Special Education, 20.03% EL (predominantly Spanish and Russian/Ukrainian speakers), 51.5% Socio-economically disadvantaged, 0.1% Foster Youth and 3.3% Homeless groups. The student population at HPCS consists of 24% Hispanic, and 5.64% African-American. Consistently, these specific subgroups are the target of our school-wide learning goals for our Local Control Accountability Plan, WASC, and individual Site Plans.

Heritage Peak Charter School continue to focus on decreasing our cohort dropout rates and increasing our graduation rate from 92.9% to 94%.

Demographic Snapshot:

HPCS Spring of 2022

13.09% Special Education

51.5% Socio-economically disadvantaged

20.3% ELL or RFEP

56.6% White

24.0% Hispanic

5.64% African American

13.76% Other

Goals

The following strategic focuses align with the Vision and Mission of Heritage Peak Charter School:

1. Create excellence for every student through the school Mission Statement.
2. Student retention and loyalty based on customer-driven quality.
3. Enhance operational performance through capacity, sustainability and flexibility to serve students
4. Build the strength of the school through knowledge sharing and high expectations from each staff member.
5. Increase HPCS's visibility and contributions to education through partnerships and sharing of best practices.

Reflections: Successes

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

Relect on 20/21 SY

Based on a review of performance on state indicators, Heritage Peak Charter School has identified our greatest progress was overall improvement in math, (6.5 points) as demonstrated by the most recent available CAASPP scores (2019). This is supported by district

assessment data as well. Reviewing Winter to Winter assessment results in NWEA/MAP, for performance bands 60%+, HPCS has seen student performance in Mathematics improve from 21% to 23% to 34% in school years 2017-18, 2018-19, and 2019-20, respectively. Similarly, student performance in Reading has also increased from 39% to 43% to 49%, over the same three year span. Growth in significant subgroups is also evident, and can be attributed to increased tutoring, Exact Path interventions, and expanded class offerings.

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.

Heritage Peak Charter School's overall academic performance was not identified in the colored performance categories on the Dashboard in Math or ELA due to the 19-20 and 20-21 suspension of the CAASPP (SBAC). Based on LCFF Evaluation Rubrics and the review of local performance indicators, Heritage Peak has identified needs for:

- (1) the continued progress monitoring of academic achievement for ELA and Math in grades 3-8,
- (2) Progress monitoring of the oral reading fluency for grades K-2, and
- (3) the professional development for teachers in the area of writing to improve the overall writing performance of students in grades K-8 as identified by district rubrics.

LCAP Highlights

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

Heritage Peak Charter School supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college and career in a manner most beneficial to individual student needs. The school actively mentors new students, supporting them to become competitive 21st century-ready individuals. Our LCAP plan is designed to support every learner both academically and social emotionally. All Heritage Peak students, including those in identified subgroups (14.6% SPED, 6.5% African American, 24.3% Hispanic, 49.8% Socio-economically disadvantage, 9.4% EL,) will continue to improve proficiency in the Common Core Standards for Mathematics and English Language Arts. Additionally and specifically, all 2nd grade cohort students at HPCS will achieve benchmark status as measured at end-of-year local measures (such as DIBELS) by the 2023-2024 school and students in cohort grades 3-8 students will reach proficiency as measure by district writing rubrics. At Heritage Peak Charter School, we believe that every child can learn.

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.

The LEA is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

The LEA is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

The LEA is not identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

The Director of Heritage Peak Charter School (HPCS) has held multiple LCAP meetings with stakeholders, including parents, pupils, teachers, other school personnel, and other school administrators. At these meetings, school leadership addressed the description of the LCAP process, explained the LCAP template, progress toward meeting annual goals, and discussed future LCAP goals. Annually, Heritage Peak Charter School surveys all its stakeholders, including parents, pupils, teachers, other school personnel, and other school administrators. A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders meetings were reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, and school climate and course offerings were taken regarding the school's needs and areas for growth. This information was compiled and the district LCAP was written based from these identified needs. Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

A summary of the feedback provided by specific educational partners.

Utilizing surveys and stakeholder meetings aligned to the Basic 8 State priorities has allowed staff, students and parents the opportunity to directly weigh in on the progress monitoring of this year's LCAP plan and the forming of next year's LCAP goals and plan.

What program is your child enrolled in?

About FACE 24

Homeschool GUILD 18

HELM 5

Rio Linda - Homeschool 8

Rio Linda - Independent Study 10

Vacaville - Homeschool 33

Vacaville - Independent Study 14

West Sacramento - Homeschool 8

West Sacramento - Independent Study 8

Grand Total 128

What is your relationship to Heritage Peak Charter School?

Caregiver 1

Guardian 4

Parent / Step-parent 120

Grand Total 125

What is your race/ethnicity?

American Indian or Alaskan Native 5

Asian or Pacific Islander 11
Black or African American 3
Hispanic or Latinx 7
Prefer not to answer 14
Two or more races 18
White / Caucasian 61
Grand Total 119

My child.....
Is Designated as an English Language Learner 26
Is a Foster Youth 2
Receives special education services 16
Not applicable 75

Heritage Peak Charter School identified several academic performance goals for the next four years. Please rate the importance of these goals as they relate to you and your child/children?

Early Literacy Development: K-2 students
Important 55
Not important 33
Somewhat Important 18
Grand Total 106

Intervention support for grades 3-11 in Math and ELA
Important 69
Not important 19
Somewhat Important 27
Grand Total 115

Writing Development in grades 3-11
Important 82
Not important 6
Somewhat Important 29
Grand Total 117

The state outlines eight priority areas for the Local Control Accountability Plan (LCAP). HPCS is measured annually, by the state, on these priorities. Please rate the importance of these state priorities as they relate to you and your child/children?

Access to core services: measures students' access to fully credentialed teachers, and instructional materials.
Important 82

Important, Not important 1
Not important, somewhat important 1
Not important 3
Somewhat important 31
Grand Total 118

Implement state standards: measures implementation of academic content and performance standards adopted by State Board of Education.
Important 38
Important, Somewhat important 1
Not important 30
Somewhat important 47
Somewhat important, Not important 2
Grand Total 118

Access to broad course of study: measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects.
Important 75
Important, Somewhat important 3
Not important 8
Somewhat important 30
Somewhat important, Not important 1
Grand Total 117

Parental involvement: measures the schools efforts to seek parent input in making decisions for the school.
Important 86
Important, Somewhat important 1
Not important 5
Somewhat important 26
Grand Total 118

School climate: measures student suspension and expulsion rates as well as safety and school connectedness.
Important 46
Important, Somewhat important 1
Not important 31
Somewhat important 40
Grand Total 118

Student achievement: measures assessment data, college readiness, and language proficiency.

Important 62
Not important 8
Somewhat important 48
Grand Total 118

Student engagement: measures student attendance, chronic absenteeism, dropouts (middle and high school), and high school graduation.

Important 50
Not important 27
Somewhat important 41
Grand Total 118

Other student outcomes: measures other important student outcomes related to required areas of study, including physical education and the arts.

Important 57
Important, Somewhat important 1
Not important 15
Somewhat important 45
Grand Total 118

Are you satisfied how HPCS supports all high need student groups as defined by the LCAP to be successful? (English Language Learners, Low-Income Students, Homeless Students, and Foster Youth)

English Language Learners
Not applicable 56
Satisfied 24
Very Satisfied 33
Grand Total 113

Low-income students
Not applicable 59
Satisfied 25
Very Satisfied 24
Unsatisfied 1
Grand Total 109

Homeless/Foster Youth
Not applicable 65
Satisfied 18
Very Satisfied 21

Unsatisfied 1
Grand Total 105

How satisfied are you that HPCS prepares every student for college and career?

Not applicable 25
Satisfied 46
Unsatisfied 1
Very Satisfied 49
Very Unsatisfied 1
Grand Total 122

Are you satisfied with the work HPCS does to keep students on track towards high school graduation?

Not applicable 24
Satisfied 42
Unsatisfied 1
Very Satisfied 55
Grand Total 122

How satisfied are you with the work HPCS has done to establish and sustain positive relationships between staff, families, and students?

Prefer not to answer 4
Satisfied 36
Unsatisfied 2
Very Satisfied 80
Grand Total 122

Overall, how satisfied are you with HPCS and your child's educational experience?

Prefer not to answer 1
Satisfied 41
Unsatisfied 1
Very Satisfied 79
Grand Total 122

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

Accessibility to all programs for all students is of great priority for Heritage Peak's stakeholders. With an expansive core curriculum, online and virtual classes, on-site and virtual tutors, mobile lending libraries, as well as technology, the goal of the stakeholders requires all students to be able to participate in each program(s) offered.

Goals and Actions

Goal

Goal #	Description
1	All Heritage Peak Charter School students, including those in numerically significant subgroups will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.

An explanation of why the LEA has developed this goal.

While 63.3% of those tested in math at the 2020-2021 winter LEA common core-aligned benchmark scored in the 50th percentile or above, we still have 36.7% of those tested in math score below the 50th percentile and 33.9% of those tested in Reading scored below the 50th percentile.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Common Core-Aligned Assessment Tool	In winter 2021, HPCS 3-11th grade students had 36.7% of those tested in math scored below the 50th percentile and 33.9% of those tested in Reading scored below the 50th percentile.	Heritage Peak Charter School adopted a new common core aligned assessment tool in 2021-2022. Consequently, assessment outcome data did not compare to the prior year. For the winter 2022 NWEA-MAP assessment, 51% of those tested in math scored below the 50th percentile, and 40% of those tested in Reading scored below the 50th percentile.			All HPCS students, including those in numerically significant subgroups will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increased Instructional Support	Site-based class offerings, Virtual class offerings, VOLTs class offerings, , Writing Improvement Initiative grades 5-6, Academic Toolkit, Carolina Science/PLTW, tutoring, counseling, professional development, leased real estate for more in person instruction	\$848,909.00	Yes
1.2	Intervention	Common core aligned interventions	\$45,457.00	Yes
1.3	Writing Initiative	HPCS will support student growth in writing grades 5-6 through on-going professional learning and collecting data on student performance.		

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.

For 2021-2022, Heritage Peak Charter School adopted a new common core aligned assessment tool. Consequently, assessment outcome data did not compare to the prior year. However, for winter 2022 NWEA, 51% of those tested in math scored below grade level and 40% of those tested in Reading scored below grade level.

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 no 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.

For 2021/2022 School Year, all actions were effectively met through increased instructional support and interventions.

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.

For 2021-2022, Heritage Peak Charter School adopted a new common core aligned assessment tool. Consequently, assessment outcome data did not compare to the prior year.

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

Goals and Actions

Goal

Goal #	Description
2	All 2nd grade students at HPCS will improve toward benchmark status as measured by end-of-year local measures (such as DIBELS) by 2023.

An explanation of why the LEA has developed this goal.

Early literacy is proven to support improved student achievement and students accessing core curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The use of DIBELS measurements and locally identified interventions	At the end of 2020-21, 76.4% of 2nd grade students met benchmark criteria on a decoding measure (NWF-WRC) and 65.3% of 2nd grade students met benchmark criteria on a measure of oral reading fluency (ORF-WC).	At the end of 2021-22, 73% of 2nd grade students met benchmark criteria on a decoding measure and 64% of 2nd grade students met benchmark in oral reading fluency.			All 2nd grade cohort students in HPCS will improve toward benchmark status as measured by end-of-year local measures (such as DIBELS) by the 2023-2024.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Progress Monitoring	HPCS will implement progress monitoring and locally identified interventions. Teachers will attend professional development to continue to refine, implement, and monitor interventions.		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.

There were no substantive differences in the implementation of these planned 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.

There were no 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.

The specific action items were effective in making progress toward this goal. Teachers were provided on-going professional learning, student performance monitoring data were collected, and appropriate intervention tools and techniques were deployed.

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

Based on results presented above in Year 1 Outcome, HPCS believes no changes are necessary to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Goals and Actions

Goal

Goal #	Description
3	HPCS will support student growth in writing through on-going professional learning, collecting data on student performance, and providing direct instructional intervention.

An explanation of why the LEA has developed this goal.

Writing is an area of identified need based on analysis of CAASPP results and student work.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local assessment and/or CAASPP results.	Student performance in the writing strand of the ELA assessments has fallen disproportionately below overall ELA CAASPP results.	Due to the removal of writing claims in CAASPP, the decision has been made to address writing initiative within goal 1.			By 2023, all K-8 students will improve writing proficiency as measured by district writing rubrics and/or CAASPP results.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Writing support classes for struggling 4th - 8th graders	The writing classes will support students in grades 4-8 who are overwhelmed, lost, or resistant to writing, or who just wish to improve their basic writing skills. The classes will be led by PCI writing coaches and will meet 1 time per week mid-semester to develop essential skills in writing with explicit instruction in the components of writing, modeling of the writing process, and extensive hands-on practice.		Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Baseline and summative writing assessments for Writing Intensive cohort	Cohort students will complete an independent text-based writing task in response to a prompt that will be evaluated by a team of teachers using grade-level Common Core writing rubrics. The baseline assessment will direct targeted instruction to address specific student needs, and the summative assessment will measure qualitative growth in student writing based on elements of style, organization, and conventions. The pre- and post-writing assessments will provide standards-aligned data to measure student outcomes as well as the efficacy of our writing intervention.		Yes
3.3	On-going Professional Learning on Writing Instruction	HPCS teachers will participate in regular collaborative professional learning opportunities in writing focused on evaluation, diagnosis, instruction, and intervention.		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.

3.1 There were no substantive differences in the implementation of these planned actions.

3.2 While cohort students successfully completed an independent text-based writing task (baseline assessment) not all students completed a summative assessment.

3.3 There were no substantive differences in the implementation of these planned 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.

There were no 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.

The specific action items were effective in making progress toward this goal. Teachers were provided on-going professional learning, student performance data were collected, and direct instruction classes were held.

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.

Due to the removal of the Writing Claims in CAASPP, HPCS has made the decision to address the Writing Initiative Goal within Goal 1. This goal will be deleted and replaced with a goal based on strategic direction and educational partner input.

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.

Goals and Actions

Goal

Goal #	Description
4	Parent and School Engagement: HPCS will offer regular park days, field trips, a mobile lending library and school assemblies to increase student and family involvement with Heritage Peak Charter School.

An explanation of why the LEA has developed this goal.

When asked on the 2020-2021 end of year parent survey, 66% of parents indicated they were very satisfied with the work HPCS has done to establish and sustain an positive relationship between staff, families and students while 30% indicated they were satisfied. While these numbers indicated overall satisfaction, there is room for growth on establishing a greater connection with families as we come out of a pandemic. Increasing opportunities for families to leave their homes and engage with in-person school activities will be paramount to the continued and increased satisfaction as well as provide for additional opportunities to serve student and families social and emotional well-being.

Parents also overwhelmingly indicated (73%) they felt it was important for schools to seek parent input in making decisions for the school. By establishing goals for more frequent school assemblies, school leaders will be given the opportunity to hear and address parents' concerns and input for program improvements.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Parent Survey	In 2021, 66% of parents are Very Satisfied with the work HPCS has done to establish and sustain positive relationships between staff, families, students.	In 2022, 72% of parents are Very Satisfied with the work HPCS has done to establish and sustain positive relationships between staff, families, students. This is a 6 % increase. 91% of parents are satisfied and very satisfied in			75% of parents will be Very Satisfied on the LCAP Parent Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		this same survey question.			

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Park Days, Enrichment Activities, Field Trips, School Assemblies	Students and families will engage in activities outside of their typical school experience to increase school engagement.	\$195,322.00	Yes
4.2	Mobile Lending Libraries	Maintenance and upkeep of the mobile lending libraries used to support students with academic and enrichment activities, curriculum and technology, mobile small group classes and assessment opportunities.	\$40,166.00	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.

There were no substantive differences in the implementation of these planned 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.

There were no 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.

The specific action items were effective in making progress toward this goal. Parents and families had more access to staff, programs, and resources through the events and mobile lending library.

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 were made to this goal as the goal is improving based on the plan.

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.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,129,854	

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
10.75%	0.00%	\$0.00	10.75%

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.

For Goal 1 - Actions 1 and 2, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For Goal 2 - Action 1, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For Goal 3 - Actions 1, 2, and 3, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For Goal 4 - Actions 1 and 2, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports, plans for improving and enhancing parent and family engagement opportunities, and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

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

Using the FCMAT LCFF calculator, the school has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. Our student population of English learners, students identified as low income, and Foster Youth far exceeds the 55% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the identified areas of need for our unduplicated pupils. The largest amount of funding is aimed directly at interventions for academic supports for completing credits, which will lead towards successful graduation.

- To better serve our at-risk and highly mobile population, the Local Control and Accountability Plan includes the following possible additional actions and services such as, but not limited to:
- Additional services for social-emotional support
 - Professional development and curriculum for English learners
 - Continuously evolving CTE program designed to promote college and career readiness
 - Early monitoring and interventions for struggling potential graduates

The school implements a personalized learning experience for English learners, low income, Foster Youth, and Special Education students that is strategically integrated with their unique academic and socio-emotional needs. The school has calculated the amount it intends to receive in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. The school’s proportional percentage has been calculated and we have demonstrated that we have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population, as outlined in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

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.

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

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,129,854.00				\$1,129,854.00	\$843,735.00	\$286,119.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increased Instructional Support	English Learners Foster Youth Low Income	\$848,909.00				\$848,909.00
1	1.2	Intervention	English Learners Foster Youth Low Income	\$45,457.00				\$45,457.00
1	1.3	Writing Initiative						
2	2.1	Progress Monitoring	English Learners Foster Youth Low Income					
3	3.1	Writing support classes for struggling 4th - 8th graders	English Learners Foster Youth Low Income					
3	3.2	Baseline and summative writing assessments for Writing Intensive cohort	English Learners Foster Youth Low Income					
3	3.3	On-going Professional Learning on Writing Instruction	English Learners Foster Youth Low Income					
4	4.1	Park Days, Enrichment Activities, Field Trips, School Assemblies	English Learners Foster Youth Low Income	\$195,322.00				\$195,322.00
4	4.2	Mobile Lending Libraries	English Learners Foster Youth Low Income	\$40,166.00				\$40,166.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,510,260	1,129,854	10.75%	0.00%	10.75%	\$1,129,854.00	0.00%	10.75 %	Total:	\$1,129,854.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,129,854.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Increased Instructional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 3 through 11	\$848,909.00	
1	1.2	Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 1 through 11	\$45,457.00	
2	2.1	Progress Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Kindergarten through 2		
3	3.1	Writing support classes for struggling 4th - 8th graders	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Grades 4 through 8		
3	3.2	Baseline and summative writing assessments for Writing Intensive cohort	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.3	On-going Professional Learning on Writing Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

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 (%)
4	4.1	Park Days, Enrichment Activities, Field Trips, School Assemblies	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$195,322.00	
4	4.2	Mobile Lending Libraries	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,166.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,021,649.00	\$1,021,649.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Increased Instructional Support	Yes	\$700,704.00	\$700,704.00
1	1.2	Intervention	Yes	\$85,457.00	\$85,457.00
2	2.1	Progress Monitoring	Yes		
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	Yes		
3	3.2	Baseline and summative writing assessments for Writing Intensive cohort	Yes		
3	3.3	On-going Professional Learning on Writing Instruction	Yes		
4	4.1	Park Days, Enrichment Activities, Field Trips, School Assemblies	Yes	\$195,322.00	\$195,322.00
4	4.2	Mobile Lending Libraries	Yes	\$40,166.00	\$40,166.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,129,854	\$1,021,649.00	\$1,021,649.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increased Instructional Support	Yes	\$700,704.00	\$700,704.00		
1	1.2	Intervention	Yes	\$85,457.00	\$85,457.00		
2	2.1	Progress Monitoring	Yes				
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	Yes				
3	3.2	Baseline and summative writing assessments for Writing Intensive cohort	Yes				
3	3.3	On-going Professional Learning on Writing Instruction	Yes				
4	4.1	Park Days, Enrichment Activities, Field Trips, School Assemblies	Yes	\$195,322.00	\$195,322.00		
4	4.2	Mobile Lending Libraries	Yes	\$40,166.00	\$40,166.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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)
	1,129,854	0	0.00%	\$1,021,649.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 district-level 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.

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

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Heritage Peak Charter School
CDS Code:	34765050108415
LEA Contact Information:	Name: Yolanda Villegas Position: Director Email: yolanda.villegas@pacificcharters.org Phone: 866-992-9033
Coming School Year:	2022-23
Current School Year:	2021-22

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

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	\$11,640,114
LCFF Supplemental & Concentration Grants	\$1,129,854
All Other State Funds	\$246,010
All Local Funds	\$540,532
All federal funds	\$1,213,886
Total Projected Revenue	\$13,640,542

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	\$13,500,325
Total Budgeted Expenditures in the LCAP	\$1,129,854
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,129,854
Expenditures not in the LCAP	\$12,370,471

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$939,841
Actual Expenditures for High Needs Students in LCAP	\$939,841

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	\$0
2021-22 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heritage Peak Charter School

CDS Code: 34765050108415

School Year: 2022-23

LEA contact information:

Yolanda Villegas

Director

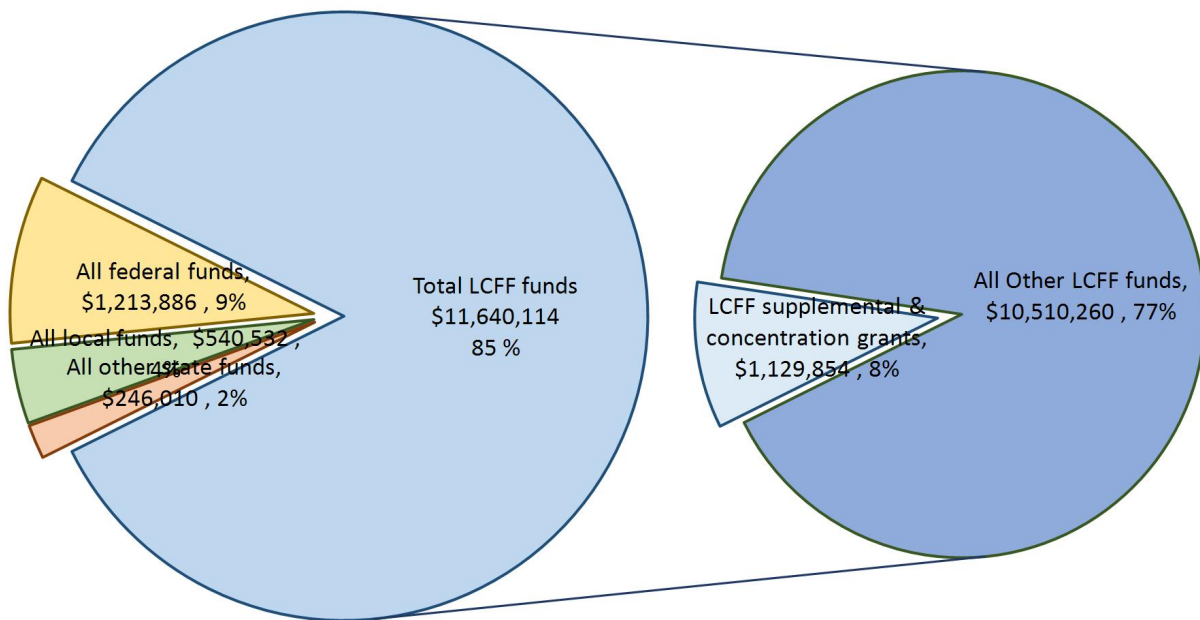
yolanda.villegas@pacificcharters.org

866-992-9033

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 School Year

Projected Revenue by Fund Source



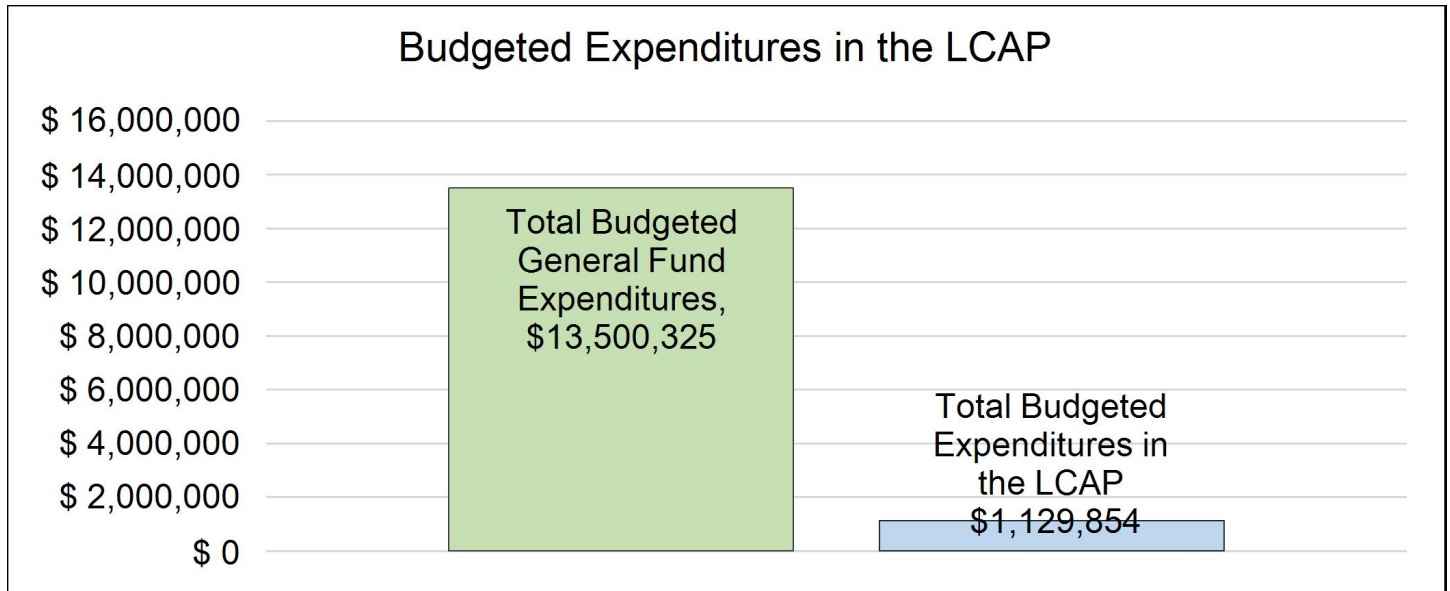
This chart shows the total general purpose revenue Heritage Peak Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Heritage Peak Charter School is \$13,640,542, of which \$11,640,114 is Local Control Funding Formula (LCFF), \$246,010 is other state funds, \$540,532 is local funds, and \$1,213,886 is federal funds. Of the \$11,640,114 in

LCFF Funds, \$1,129,854 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Heritage Peak Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

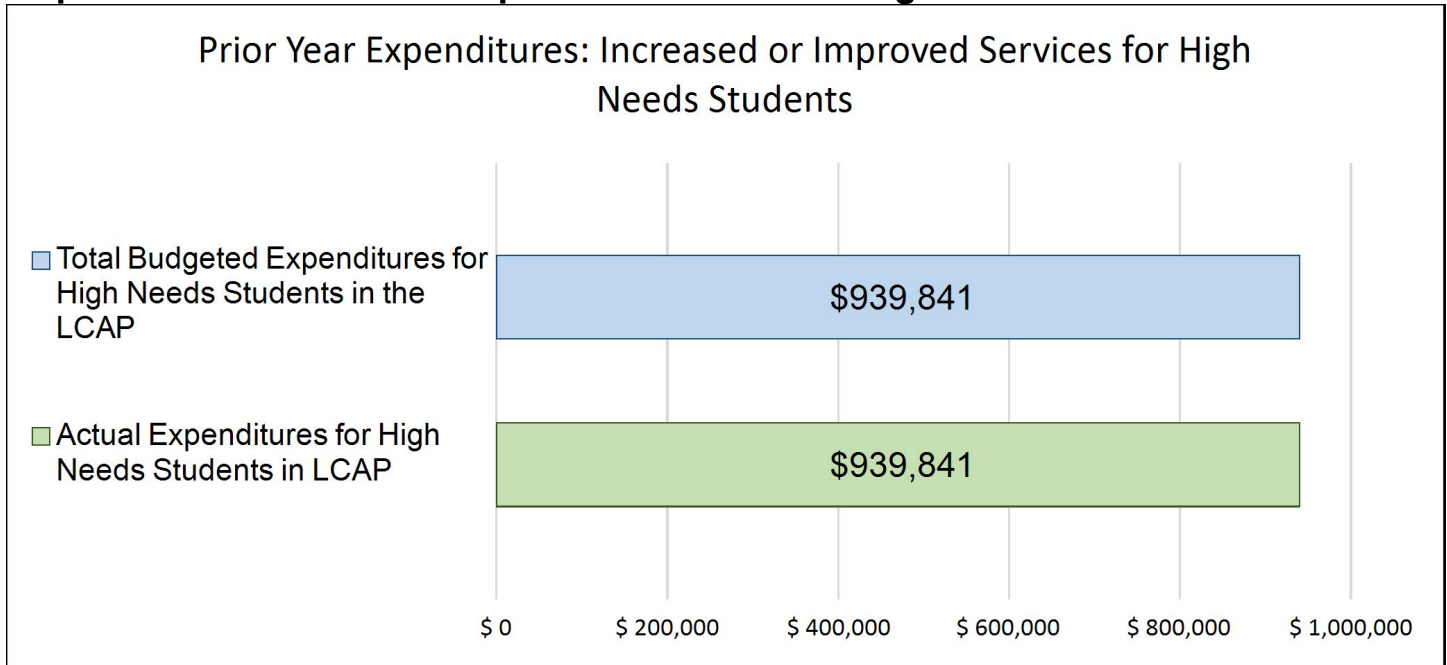
The text description of the above chart is as follows: Heritage Peak Charter School plans to spend \$13,500,325 for the 2022-23 school year. Of that amount, \$1,129,854 is tied to actions/services in the LCAP and \$12,370,471 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Heritage Peak Charter School is projecting it will receive \$1,129,854 based on the enrollment of foster youth, English learner, and low-income students. Heritage Peak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Heritage Peak Charter School plans to spend \$1,129,854 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Heritage Peak Charter School's LCAP budgeted \$939,841 for planned actions to increase or improve services for high needs students. Heritage Peak Charter School actually spent \$939,841 for actions to increase or improve services for high needs students in 2021-22.



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Heritage Peak Charter School	Yolanda Villegas Director	Yolanda.villegas@pacificcharters.org 866-992-9033

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	N/A

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Heritage Peak Charter School understands the importance of feedback from shareholders and utilizes this feedback in planning and decision making. Teachers meet weekly, bimonthly, or monthly with families establishing trusting, respectful relationships beginning on the first day of school. Families are invited and encouraged to attend Back to School events, as well as science, math and ELA showcase nights (per CDPH COVID guidelines). During individual family meetings, teachers engage with parents and students and learn about the family's unique culture, as well as the family's academic and social emotional goals for every child. Notes are kept by each teacher in a family communication log for reference. Heritage Peak has an active website and Facebook Page that are used to communicate with families. All families have access to their teacher and school administration via email, text and phone.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on feedback the analysis of educational input and local data guided the LEA in the decision to add a K-2 math assessment during the 22-23 school year to increase parent knowledge of math standards and increase the use of math interventions. In addition, SPCA is piloting a writing assessment in the 22-23 school year, which will give parent teachers more information on their students' writing skills and weaknesses. educational partner input HPCS is expanding its use of social media and creating a new website. Both of these actions will allow parents greater access to information regarding school events and meetings and clarify the decision making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

With the model of education set forth by HPCS, all families are met with face to face in an equal and fair manner. Student computers and internet access are provided to help ensure that all families, even those in underrepresented subgroups are properly engaged.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Heritage Peak Charter School teachers and administration work to provide support and partnership for all families in part by using professional development to train teachers to work with parents on all academic programs including, but not limited to: Exact Path, Edmentum, CTE, Reading Eggs, Math Seeds, PLATO and Rosetta Stone. Parents are provided with access to curriculum to use in their homes to support continual improvement of academic growth. All students 3-11 are assessed twice per year through NWEA/MAP, while those in grades K-2 are assessed three times per year through DIBELS. These scores are reviewed and discussed with parents. These conversations are used to align learning goals and progress on previous goals. In this model of independent study, where teachers meet with every family/ student regularly, all stakeholders are actively engaged.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The analysis of educational input and local data guided the LEA in the decision to add a K-2 math assessment during the 22-23 school year to increase parent knowledge of math standards and increase the use of math interventions. In addition, SPCA is piloting a writing assessment in the 22-23 school year, which will give parent teachers more information on their students' writing skills and weaknesses.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

With the model of education set forth by HPCS, all families are met with face to face in an equal and fair manner. Student computers and internet access are provided to help ensure that all families, even those in underrepresented sub groups are properly engaged.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parents are asked to provide feedback on coursework, field trips, and community opportunities. Families are encouraged to attend parent education nights and an annual student showcase (per CDPH COVID guidelines). Meetings are held prior to these events for parents to provide input on policies and procedures. Annually, parents are asked to participate in an annual satisfaction survey. The results from the survey are used to make local school wide impact decisions.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on feedback from educational partner input HPCS is expanding its use of social media and creating a new website. Both of these actions will allow parents greater access to information regarding school events and meetings and clarify the decision making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

HPCS will improve engagement of underrepresented families by increasing staff training for the impacted subgroups, hiring an EL teacher, and continued professional development of the counseling team.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Annually, Heritage Peak Charter School surveys all stakeholders, including its K-12 students. The majority of the questions in the survey are directly aligned to the 8 Basic State Priorities including school climate. An additional survey implemented a locally designed a social-emotional screener to assess the social- emotional needs of all 7-12th grade students. Data from both surveys and from stakeholder meetings are reviewed and discussed with teachers, leadership, academic and counseling teams. High priority is focused in the areas of student performance, attendance, and school climate and virtual course offerings. Discussion on the aforementioned areas are discussed within the areas for growth. This data is compiled and the district LCAP is written based from these identified needs. The final plan is provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

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

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

All HPCS students in grades TK-5 are enrolled in a broad course of study. We offer access and enrollment in the six areas identified by the state of California as a broad course of study for grades 1-5. All elementary students have access to visual and performing arts within their Master Agreement. All HPCS middle school students have access to a broad course of study within their Master Agreements. Students in grades 6-8 have access to a comprehensive, student driven, visual and performing arts course selection. For example, students may choose to play an instrument, take voice lessons, or participate in acting classes. Other courses offered include languages, art, dance and music. Students who require additional supports are offered individual tutors, direct online support, and ESL supports to support student academic achievement. High school courses are presented for board approval and all courses are evaluated to ensure students have access to offerings that are approved A - G as well as Career Technical Education (CTE) Industry courses including Veterinary Medical Applications, Floral Design, and Small Engine Technology. College Dual Enrollment classes are also offered as an option for students over the age of 16 (per community college guidelines). All core subject matter offered (math, ELA, Science and Social Studies) has an A - G approved option for CSU/UC.

Barriers preventing Heritage Peak Charter School from maximizing broad course of study offerings to all students include 1. Limited time in a typical school day for students to take additional courses. 2. Limited community opportunities and/or online offerings with a non-site based school. A regular analysis of enrollment in a broad course of studies helps to inform HPCS as it makes decisions on offerings and using the LCAP as a planning and budgetary tool to support Priority 7.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet					

Coordinating Instruction	1	2	3	4	5
the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Valley View Charter Prep
CDS Code:	39686270129916
LEA Contact Information:	Name: John Mittan Position: Director for Valley View Charter Prep Phone: 209-323-9624
Coming School Year:	2022-23
Current School Year:	2021-22

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

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	\$6162708
LCFF Supplemental & Concentration Grants	\$317733
All Other State Funds	\$137335
All Local Funds	\$377656
All federal funds	\$79678
Total Projected Revenue	\$6,757,377

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	\$6647752
Total Budgeted Expenditures in the LCAP	\$317733
Total Budgeted Expenditures for High Needs Students in the LCAP	\$317733
Expenditures not in the LCAP	\$6,330,019

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$245965
Actual Expenditures for High Needs Students in LCAP	\$245965

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	\$0
2021-22 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley View Charter Prep

CDS Code: 39686270129916

School Year: 2022-23

LEA contact information:

John Mittan

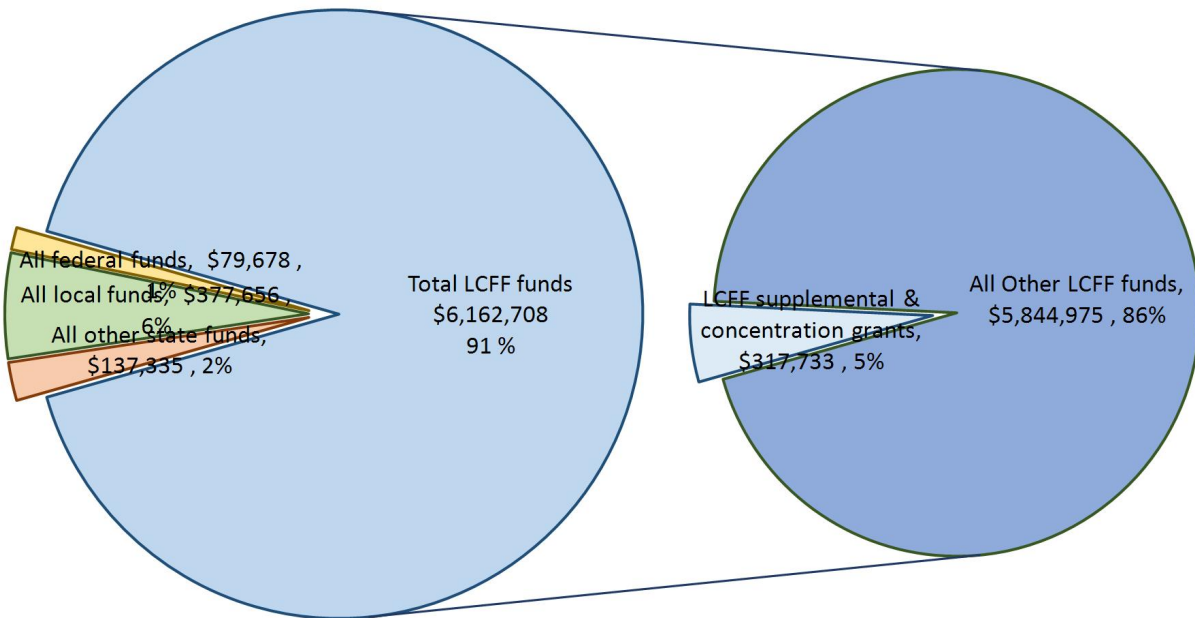
Director for Valley View Charter Prep

209-323-9624

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 School Year

Projected Revenue by Fund Source



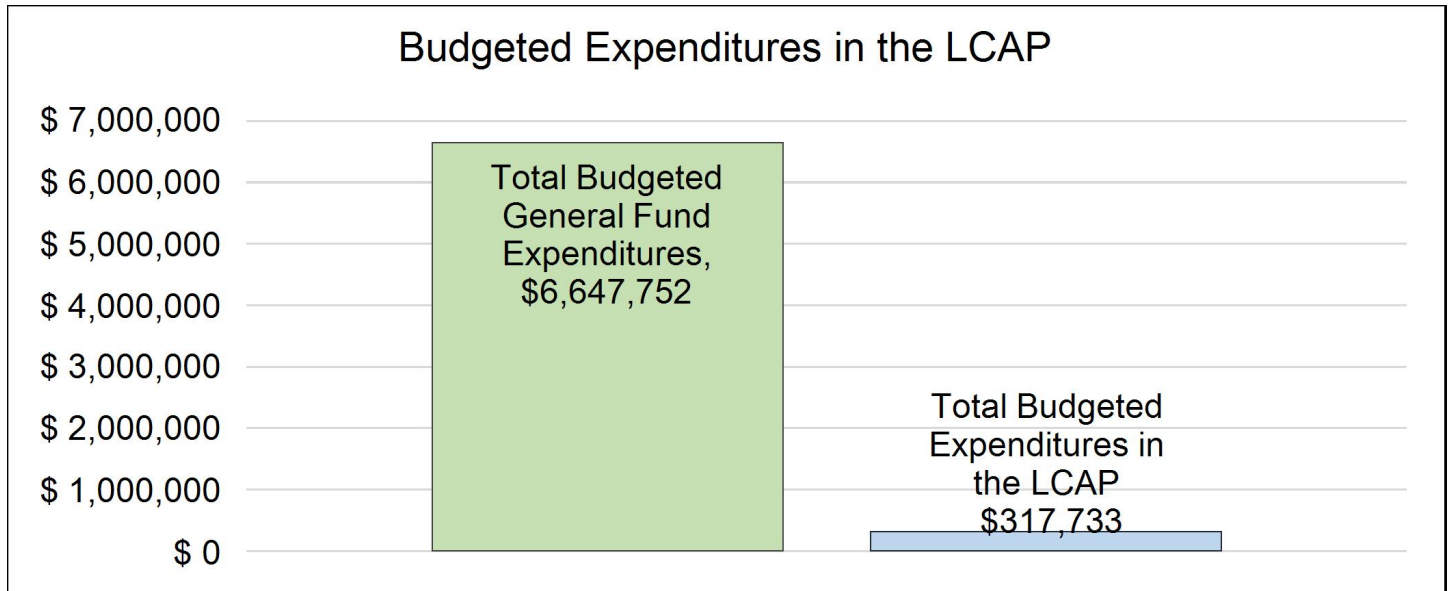
This chart shows the total general purpose revenue Valley View Charter Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley View Charter Prep is \$6,757,377, of which \$6162708 is Local Control Funding Formula (LCFF), \$137335 is other state funds, \$377656 is local funds, and \$79678 is federal funds. Of the \$6162708 in LCFF Funds, \$317733 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Valley View Charter Prep plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

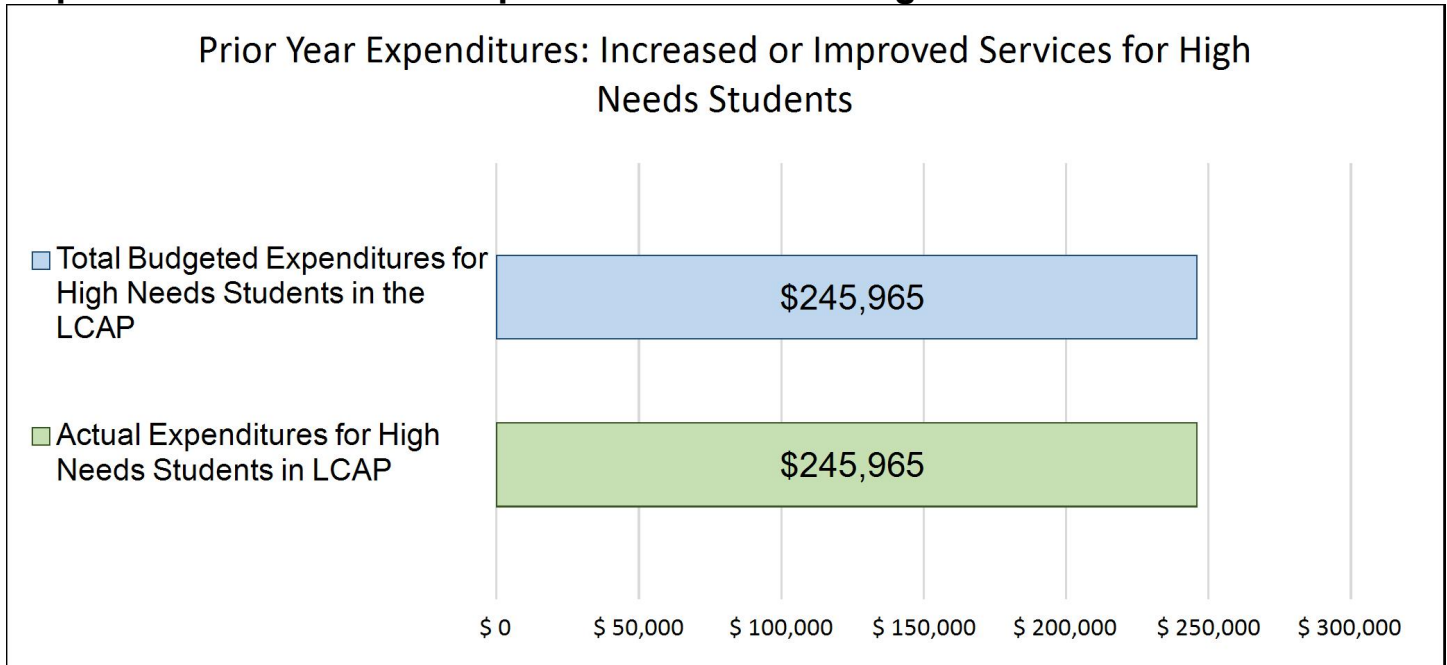
The text description of the above chart is as follows: Valley View Charter Prep plans to spend \$6647752 for the 2022-23 school year. Of that amount, \$317733 is tied to actions/services in the LCAP and \$6,330,019 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Valley View Charter Prep is projecting it will receive \$317733 based on the enrollment of foster youth, English learner, and low-income students. Valley View Charter Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Valley View Charter Prep plans to spend \$317733 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Valley View Charter Prep's LCAP budgeted \$245965 for planned actions to increase or improve services for high needs students. Valley View Charter Prep actually spent \$245965 for actions to increase or improve services for high needs students in 2021-22.

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

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

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

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

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

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

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

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

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

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

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

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

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

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

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

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

The UPK Planning Template is organized as follows:

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

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

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

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

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

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

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

**UPK Planning Template
Self-Certification**

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

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Heritage Peak Charter School	Yolanda Villegas Director	yolanda.villegas@pacificcharters.org	

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

No

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

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	14	16	20	22	24	24
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Facilities Estimates (Cumulative)

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

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	2	2	2	2
TK Teacher's Assistants	N/A	N/A	N/A	N/A	N/A	N/A

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Other CSPP Classroom Staff (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26
N/A	N/A	N/A	N/A	N/A	N/A

Table: Projected Number of Slots Available for TK Students

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

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

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

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

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

K will be offered in the 22-23 school year.

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

As an independent study charter school TK students have full access to our existing educational programs.

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

All TK students will benefit from all programs including academic or educational service, human resources and labor, special education, English learner or multilingual programs, partnerships, assessment and data collection, professional learning, workforce recruitment and preparation support.

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

Persons and departments responsible for key functions for the K-12 population will be responsible to conduct those same duties for TK.

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

School leadership will integrate all decisions through standard decision-making processes used for K-12 students.

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

As an independent study charter school TK students have access to our full educational programs including support programs in the annual LCAP.

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

As a non-sited based independent study charter school, TK students have access to our full educational programs including support programs in including students with disabilities.

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

Organizations will be considered to work with HPCS based on complementary services.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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

TK offered at all sites

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Both

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

As a non-sited based independent study charter school, TK students have access to our full educational programs. Teachers will continue to work alongside parent educators ensuring every student has the academic and social emotional support they need.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

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

- a. 2022–23 (Birthdays February 3 or after) [select one]

No

- b. 2023–24 (Birthdays April 3 or after) [select one]

No

c. 2024–25 (Birthdays June 3 or after) [select one]

No

Focus Area B: Community Engagement and Partnerships

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA's UPK Plan prioritize parental needs and choices?
Heritage Peak prioritizes parent needs and choice through LCAP planning, parent surveys, and curriculum choice.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?
As an independent study program HPCS does not partner with care partners.
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?
As an independent study program HPCS does not partner with care partners.
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?
HPCS will continue with current student outreach programs.
5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.
As an independent study program parents create their schedules with their children.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
 - Family or parent surveys
 - Special Education Local Plan Area (SELPA)
 - LCAP educational partners input sessions
 - Co-hosting events with community-based organizations (CBOs)

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

Other [describe, open response]

As a non-site based school, there is no requirement to offer nine hours per day of programming.

Focus Area C: Workforce Recruitment and Professional Learning

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

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

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

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

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

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

Human Resources will continue to work with both CTC and CDE to recruit new staff and train existing staff.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

HPCS partners with Sacramento County Office of Education for professional learning opportunities.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:
 - a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
 - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
 - b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

- iii. Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- iv. Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- v. Implicit bias and culturally- and linguistically-responsive practice
- vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- vii. Curriculum selection and implementation
- viii. Creating developmentally-informed environments
- ix. Administration and use of child assessments to inform instruction
- x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?
 - i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Internally-delivered professional learning workshops and trainings
 - v. Operating an induction program
 - vi. Partnerships with local QCC professional learning in CSPP settings
 - vii. In mixed groupings (for example, TK and CSPP teachers)

What is the LEA’s planned strategy for providing professional learning for educators across the LEA’s P–3 continuum? Plans might include the following:

a. Who will receive this professional learning?

i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)

b. What content will professional learning opportunities cover?

i. Effective adult-child interactions

ii. Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

c. How will professional learning be delivered?

i. Coaching and mentoring

iii. Workshops with external professional development providers

iv. Internally-delivered professional learning workshops and trainings

- 4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

Heritage Peak Charter School teachers meet in a formal setting regularly each month. Informally, teachers meet daily through in-person and online interactions. Meetings are collaborative with information that the school director receives through leadership and district meetings.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Other [describe, open response]

As an independent study charter school HPCS falls under EC 44865 and therefore as exempt from this credentialing requirement.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Work Sampling System (WSS)

LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Administration and use of child assessments to inform instruction

Support for multilingual learners, including home language development and strategies for a bilingual classroom

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Focus Area D: Curriculum, Instruction, and Assessment

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

Heritage Peak Charter School will work alongside Sacramento County Office of Education and Pacific Charter Institute's network of schools to develop select curriculum.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

TK curriculum is offered annually with teachers and parents working together to implement unique academic opportunities for each TK child.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

Academic triangle working with the parent, student, and teacher to develop clear instructional plan embedded with social emotional strategies..

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

Early literacy strategies including DIBELS and scaffolding.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

Heritage Peak Charter School will continue with the age appropriate language assessments needed for English language acquisition.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

None

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

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide additional staff to support participation in instruction

Provide adaptations to instructional materials

Provide additional staff to support participation in instruction

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

LEA-based grade level benchmarks and a report card

Focus Area E: LEA Facilities, Services, and Operations

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

For Facilities:

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

N/A - HPCS currently enrolls TK students and as an independent study charter school and our facilities are for brief periods and interaction of students.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

HPCS currently enrolls TK students and as an independent study charter school so transportation is not required.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

N/A - HPCS currently enrolls TK students and as an independent study charter school and our facilities are for brief periods and interaction of students.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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

N/A- HPCS currently enrolls TK students and as a non-site based independent study charter school.

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

No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

0

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

N/A - as a non-site based independent study charter school we do not have facilities for daily instruction. Enrollment is based on availability of qualified teachers to serve a specific geographic area.

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

No

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

N/A - as a non-site based independent study charter school we do not have facilities for daily instruction. Enrollment is based on availability of qualified teachers to serve a specific geographic area.

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

No

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

Students are provided with equipment specifically stated in their IEP.

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

No

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

N/A

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

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

N/A

Technical Assistance Questions

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

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

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

Information on program eligibility requirements to project enrollment across programs

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

Technical assistance on how to integrate UPK and P–3 in the district LCAP

Templates or framework for drafting a P–3 vision that partners and parents support

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

Support for parent surveys and engagement activities to understand parent needs and support authentic choice

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

Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

Creating professional learning opportunities to provide site leaders with more early childhood knowledge

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

Curriculum selection and implementation

Support for multilingual learners, including home language development and strategies for a bilingual classroom

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Workshops with external professional development providers

Internally-delivered professional learning workshops and trainings

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

Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades

Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities

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

Encouraging purposeful play, choice, social interactions, and collaboration

Integrated English language development

Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences

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

Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

Appendix I - Definitions

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

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?

N/A

2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?

Yes

3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?

Regular meetings and coordination of curriculum, assessments, and instructional planning.

4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?

LCAP, annual report, state mandated reporting

5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Early literacy tools, MAP, and school / county office of education recommended tools.

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?

Collaboration with the Sacramento County Office of Education, CSU Sacramento, and UC Davis.

2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

MAP, DIBELS, and other 3rd party assessments.

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

Collaboration with the Sacramento County Office of Education.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

N/A

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

N/A

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

N/A

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

Assessments, observations, parent SST meetings, and staff collaboration.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

Current best practice will be adapted for TK students.



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: June 9, 2022

AGENDA ITEM: #4/2 – 2022-2023 LCAP: Rio Valley Charter School

Background:

Ms. Leslie Leedy, Director, will present this item. The annual Local Control and Accountability Plan is used to provide details regarding local educational agencies (LEA's) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code 52060, 47605, 47605.5, and 47606.5.

RECOMMENDED ACTION:

Information only, no action required.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rio Valley Charter School

CDS Code: 39685850122580

School Year: 2022-23

LEA contact information:

Leslie Leedy

Director

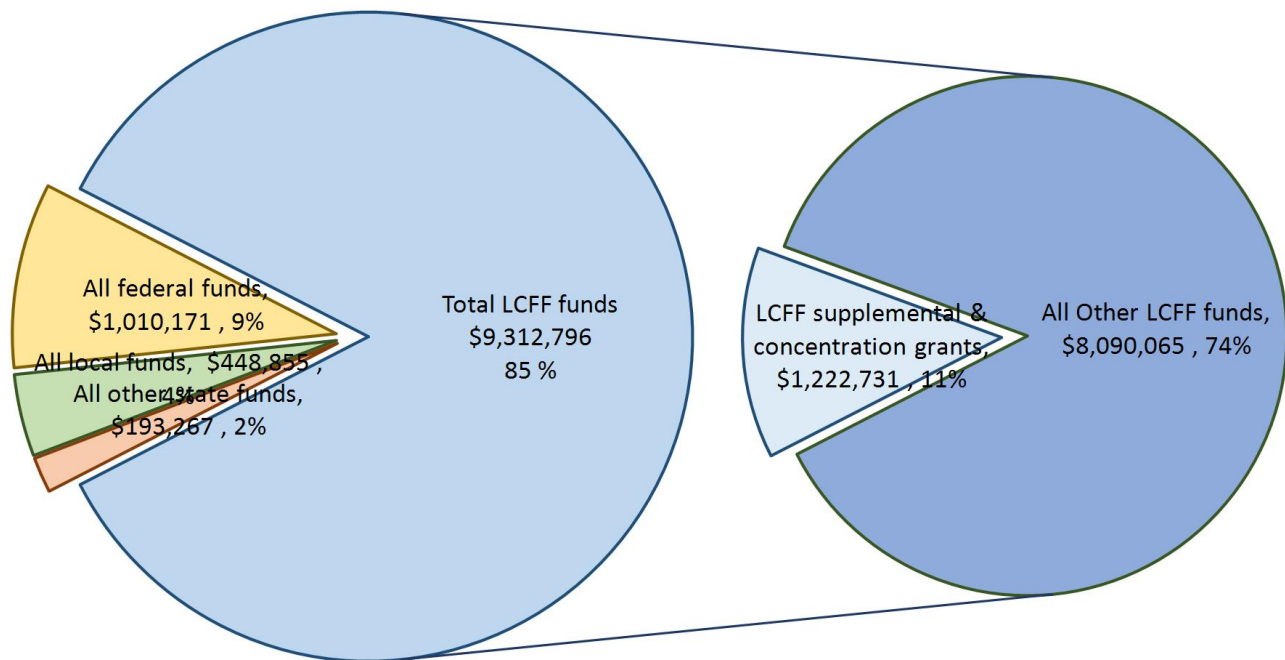
leslie.leedy@pacificcharters.org

9164774338

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 School Year

Projected Revenue by Fund Source

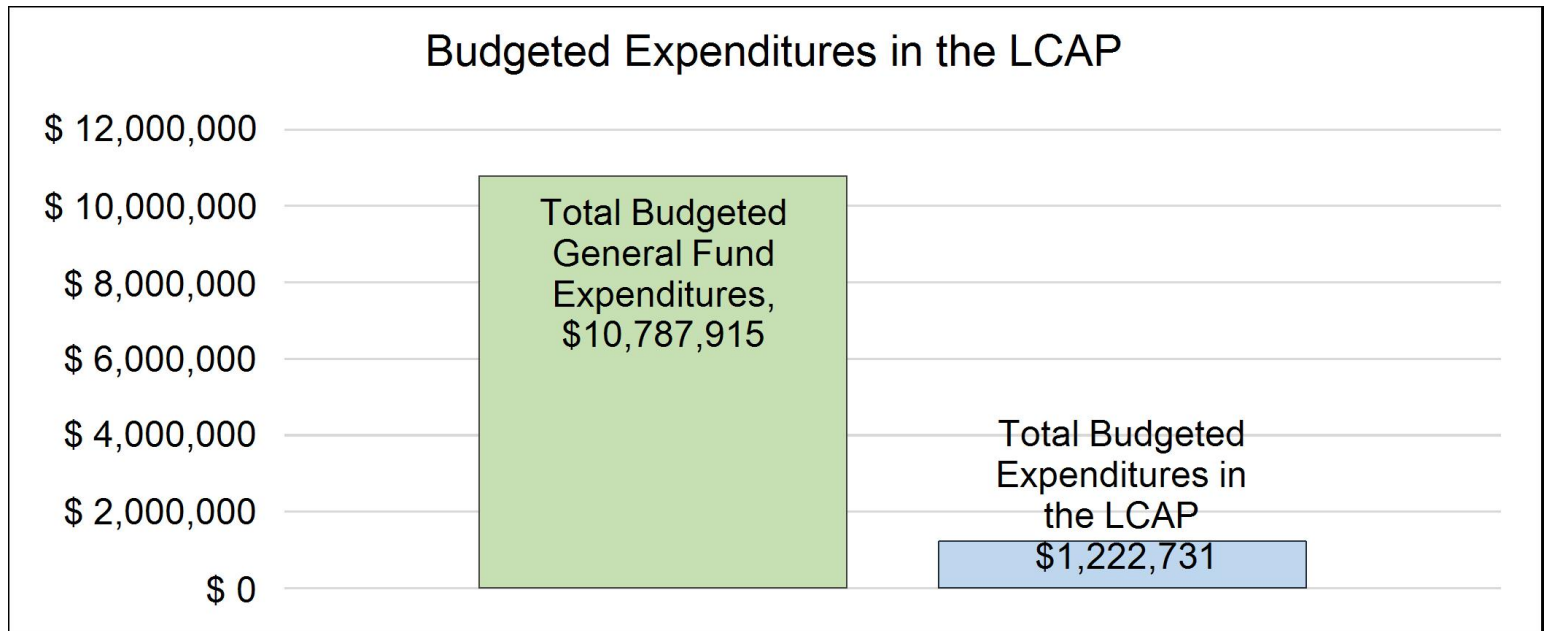


This chart shows the total general purpose revenue Rio Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rio Valley Charter School is \$10,965,089, of which \$9,312,796 is Local Control Funding Formula (LCFF), \$193,267 is other state funds, \$448,855 is local funds, and \$1,010,171 is federal funds. Of the \$9,312,796 in LCFF Funds, \$1,222,731 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Rio Valley Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

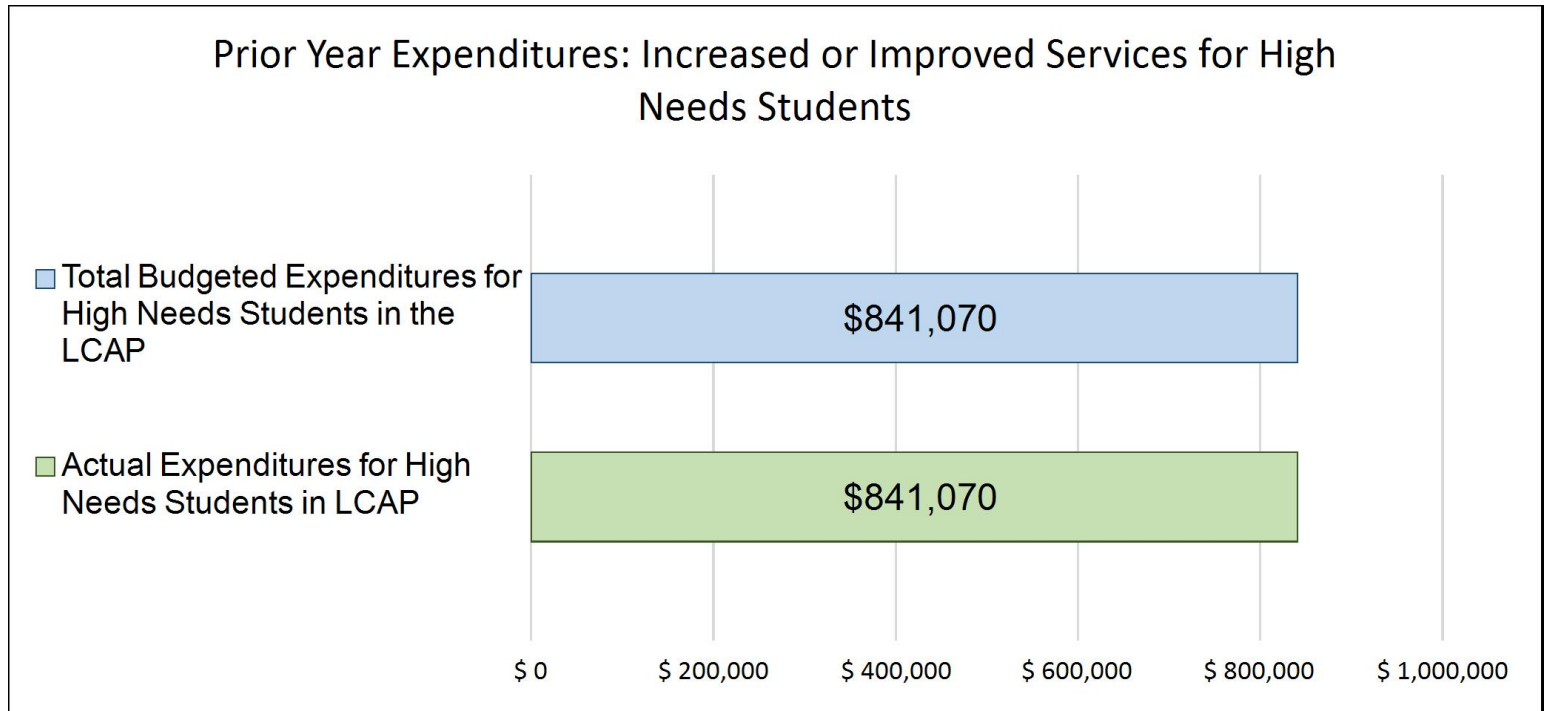
The text description of the above chart is as follows: Rio Valley Charter School plans to spend \$10,787,915 for the 2022-23 school year. Of that amount, \$1,222,731 is tied to actions/services in the LCAP and \$9,565,184 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Rio Valley Charter School is projecting it will receive \$1,222,731 based on the enrollment of foster youth, English learner, and low-income students. Rio Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Rio Valley Charter School plans to spend \$1,222,731 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Rio Valley Charter School's LCAP budgeted \$841,070 for planned actions to increase or improve services for high needs students. Rio Valley Charter School actually spent \$841,070 for actions to increase or improve services for high needs students in 2021-22.

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
Rio Valley Charter School	Leslie Leedy Director, Rio Valley Charter School	leslie.leedy@pacificcharters.org 9164774338

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 2020–21 Local Control and Accountability Plan (LCAP).

The Director of Rio Valley Charter School (RVCS) holds multiple meetings annually with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership address the descriptions of the school grants and funding, progress toward meeting annual school goals, and discuss future school goals that relate to grants and funding, including those not addressed in the 2020–21 Local Control and Accountability Plan (LCAP). Annually, Rio Valley Charter School surveys all its stakeholders via email in the Spring (including parents, pupils, teachers, other school personnel, and other school administrators.) Most of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders' meetings are reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings are discussed regarding the school’s needs and areas for growth.

In the fall, Rio Valley leadership met with its educational partners to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant.

RVCS’s board met the requirements of Executive Order N-29-20. The school board for Rio Valley Charter School offers virtual/in-person board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

At Rio Valley Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in

need. Valley View staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

Plans for use of the Educator Effectiveness Grant were brought to the governing board on December 9, 2021. Funds will be used to provide the opportunity for teachers to attend professional development to support and/or address student learning loss to continue to improve instruction in literacy across all subject areas and social emotional learning during the 2022-2026 school years.

In April 2021, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations. In 2020, multiple trainings for staff professional development were offered including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events. Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone can initiate a wellness team check-in on a student.

At Rio Valley Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher is in constant communication with families. Various methods of communication including the Rio Valley Charter School website, Pacific Charter Institute website, phone, email, Swift Reach, Microsoft TEAMS, Sign Up Genius and/or text are used to ensure that every student is informed of the opportunities for supplemental instruction and support

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.

Rio Valley Charter School held it's first 21-22 School Site Council, (SSC), meeting on September 10th, 2021. During this meeting stakeholders discussed increasing the number of staff who provide direct services to students who are low-income, English learners, and/or foster youth. At the second SSC meeting on September 24, 2021 the The Council voted unanimously on the following expenditures for Title I:

- a) \$20,000 part time Rio Valley IT Person
- b) \$40,000 ELA and Struggling Reader Tutor
- c) \$20,000 PD for Teachers working with At Risk students and EL
- d) \$30,000 Tech supplies, Cradles, testing computers
- e) \$7,500 Homeless Student assistance (Hygiene, backpacks, school supplies)
- f) \$40,000 Additional Tutors in Math and ELA
- g) \$20,000 (or whatever is remaining) Counseling

Items (a) and (f) are meant to increase access to services and instruction for RVCS lo-income, English learners, and/or foster youth.

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.

Our proposed plan was developed based on previously identified school needs identified through our annual LCAP process. On 9.3.21 we distributed a survey to all stakeholders requesting feedback on strategies for continuous and safe in-person learning, addressing lost instructional time, and how to use any remaining ESSER III funds. The 169 stakeholders' responses identified planning for long-term closures (meals, technology, IDEA requirements, and other ed services), outreach to significant subgroups purchasing educational technology, addressing learning loss among students, and providing mental health services and supports as our greatest needs. The plan was further refined and developed with the help of both the PCI and RVCS leadership teams. The plan was then submitted to our governing board in October for review, discussion, and approval.

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.

The RVCS ESSER III plan can be found at <https://secureservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/10/ESSER-III-2022-24-school-years-RVCS.pdf>

The RVCS LCAP, <https://secureservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/10/2021-22-Local-Control-and-Accountability-Plan-LCAP.pdf>, as well as the Expanded Learning Opportunities Grant, https://secureservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/05/2021_Expanded_Learning_Opportunities_Grant_Plan_Rio_Valley_Charter_School_20210520-1.pdf were referenced in the ESSER III plan.

Total ESSER III funds received by the LEA are \$1,191,688.00.

\$21,800 of the ESSER III grant will be spent on Strategies for Continuous and Safe In-Person Learning including Covid Testing for the 22-23 and 23-24 school years, and the purchase, installation, and maintenance of air purifiers for each resource center, for the 21-22, 22-23, and 23-24 school years.

\$981,006 of ESSER III funding will be used to address the impact of loss instructional time. This funding will be used to pay for single subject teachers, summer school for K-12 students, a fulltime ELL teacher, a full-time families in transition social worker, technology support through student, parent, and teacher training workshops, and the purchase and repair of technology.

The final \$188,882 of the grant will be spent on a full time mental health counselor for the 22-23 and 23-24 school years.

The challenges of implementing the plan include recruiting and hiring staff which is the largest barrier to the success of the plan.

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.

All enrolled RVCS students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Rio Valley students learn from home with their parents, under the supervision of their credentialed teacher. All in-person student meetings are completed in-person or through an online platform. Virtual class offerings, including our a-g courses, meet online with a highly credentialed teacher. All students have consistent, regular access to assignments, assessments, and instructional support through our virtual platform and in-person platforms. Teachers, students, and families are provided with tech support and resources to increase their ability to provide educational services to their students. Human Resources provides updates with mental health supports and workday guidelines for teachers and their families.

At Rio Valley Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs are met. In the Fall of 2021, 100% of students who identified need were provided a computer and or hotspot.

For information regarding our safety plan, including COVID safe return to school procedures, please refer to our website:

<https://pacificcharters.org/about/corporate-policies/>.

Rio Valley Charter School includes parents and students on decisions related to technology, mental, physical health, and educational concerns. All additional services, needs, and concerns, including those for students with special needs are addressed through individual meetings with families and adjustments are made to accommodate the student.

Rio Valley Charter School supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals. During the 2020-2021 school year, Pacific Charter Institute (PCI) and the Rio Valley counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health. Information from this survey will continue to guide our work through Spring 2022 when a new survey will be distributed.

Rio Valley Charter School offers virtual opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- virtual and on-site class options for K-12 students

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum. These classes are offered live through secure online environment and recorded for future viewing. Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their credentialed teachers regularly. Teachers worked with multiple families together to develop community and student interaction with other students. The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools are presented. Additionally, teachers who are less experienced addressing specific areas of writing, can participate in asynchronous sessions that provided direct training on specific elements of writing instruction.

Asynchronous sessions are recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities are led by PCI's ELA Content Specialist.

Expanded Learning Opportunities

RVCS met with parents, teachers, support staff and school leadership to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant. After discussion those present all agreed that the ELO grant funds should be directed to:

- Accelerating Learning to make up for lost time- we need nuts and bolts training, curriculum, and direction instruction
- Tutoring and small group learning opportunities and support
- Educator Training for accelerated learning

In addition to all state-mandated assessments outlined below, Rio Valley Charter School administers the NWEA/MAP Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students Val in grades K-2. The NWEA/MAP Diagnostic is administered in the fall and winter to supply teachers with data to inform instruction, show student growth and create individualized learning paths. The NWEA/MAP Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at with a computer and internet access. DIBELS, administered in the fall, winter, and spring provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use the data to identify students who need additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students. The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment is given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days) and annually thereafter, until the student is English Language Proficient.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

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

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

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

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

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

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

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021

Local Control 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
Rio Valley Charter School	Leslie Leedy Director	leslie.leedy@pacificcharters.org 9164774338

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.

Rio Valley Charter School was authorized by the Lodi Unified School District in 2010 and began serving students in August of the same year. The current ADA is 817 students. The school operates as an independent study charter program serving K-12th grades. In keeping with a independent study model, Rio Valley Charter School maintains three site-based learning facilities. The school is governed by the Pacific Charter Institute (a non-profit) Board of Directors. RVCS is accredited by the Western Association of Schools and Colleges (WASC) and is an active member of California Charter Schools Association and Charter School Development Center. Our significant student demographics consist of 58.5% Socio-Economically Disadvantaged, 15% Special Education, 5.5% ELL, 36% of the students are of Hispanic ethnicity and 8% are African American students. Consistently, these specific subgroups are the target of our school-wide learning goals for our Local Control Accountability Plan, WASC and individual Site Plans. Rio Valley Charter School had no suspensions.

Vision:

Developing educated, responsible citizens, critical problem solvers and lifelong learners who will become active and viable members of their community.

Mission:

Rio Valley Charter School empowers students to experience academic success through standards- based curriculum that is both learner centered as well as developmentally appropriate. Rio Valley Charter School empowers students to take charge of their education by connecting their individual needs and interest to a rigorous learning plan, creating responsible citizens, critical problem solvers, and lifelong learners.

Reflections: Successes

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

Based on a review of performance on state indicators, Rio Valley Charter School has identified our greatest progress was overall improvement in math, (13.7 points), and ELA, (5 points) as demonstrated by the most recent available (2019), CAASPP scores. Additionally, the socio-economically disadvantaged and Hispanic subgroups showed gains in mathematics. Growth was attributed to increased tutoring, Exact Path interventions, and expanded class offerings. Our CCI indicator is projected to rise from 26% in the last year we had available date, to 36% in the 2021-2022 school year.

Our local data, (Dibels), indicates that second grade students' reading benchmark scores rose from 64% to 67% in the 2021-2022 school year.

Reflections: Identified Need

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

After reviewing data on CAASPP it was apparent that while student progress overall showed improvement, specific sub-groups were not part of this trend. In math students with disabilities lost 175.5 points, and in ELA Hispanic students maintained growth from prior years, but all other subgroups declined, (ELL), or declined significantly, (socio-economically disadvantaged and special education). RVCS has increased Exact Path monitoring and expectations, as well as tutoring hours and intervention classes. Summer school for elementary age students is being offered for the first time this year to mitigate learning loss. RVCS's reclassification rate for ELL students was only 3% this year, and this deficit is being addressed by hiring an EL teacher to provide intensive teaching and support.

LCAP Highlights

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

Rio Valley Charter School supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college and career in a manner most beneficial to individual student needs. The school actively mentors new students, supporting them to become competitive 21st century-ready individuals. Our LCAP plan is designed to support every learner both academically and social emotionally. All Rio Valley students, including those in numerically significant subgroups (14% SPED, 8% African American, 36% Hispanic, 58.5% Socio-economically disadvantage, 5.5% EL,) will continue to improve proficiency in the Common Core Standards for Mathematics and English Language Arts. Additionally and specifically, all 2nd grade cohort students in RVCS will achieve benchmark status as measured end-of-year local measures (such as DIBELS) by the 2023-

2024 school and students in cohort grades 3-8 students will reach proficiency as measure by district writing rubrics. Finally, RVCS will increase their percentage of students who graduate with the designation of fully prepared. At Rio Valley Charter School, we believe that every child can learn.

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.

The LEA is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

The LEA is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

The LEA is not identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

The Director of Rio Valley Charter School (RVCS) has held multiple LCAP meetings with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership addressed the description of the LCAP process, explained the LCAP template, progress toward meeting annual goals, and discussed future LCAP goals. Annually, Rio Valley Charter School surveys all its stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders meetings were reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, and school climate and course offerings were taken regarding the school’s needs and areas for growth. This information was compiled and the district LCAP was written based from these identified needs. Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

A summary of the feedback provided by specific educational partners.

Utilizing surveys and stakeholder meetings aligned to the Basic 8 State priorities has allowed staff, students and parents the opportunity to directly weigh in on the progress monitoring of this year’s LCAP plan and the forming of next year’s LCAP goals and plan.

What program is your child enrolled in?

- Broadway 3
- Elk Grove 10
- Lodi - Homeschool 35
- Lodi - Independent Study 4
- Grand Total 52

What is your relationship to Rio Valley Charter School?

- Guardian 3
- Parent / Step-parent 49
- Grand Total 52

What is your race/ethnicity?

- American Indian or Alaskan Native 0
- Asian or Pacific Islander 2

Black or African American 5
Hispanic or Latinx 6
Prefer not to answer 3
Two or more races 3
White / Caucasian 33
Grand Total 52

My child.....

Designated as an English Language Learner 9
Is a Foster Youth
Receives special education services 5
Not applicable 36
Did not reply 2
Grand Total 52

Rio Valley Charter School identified several academic performance goals for the next four years. Please rate the importance of these goals as they relate to you and your child/children?

Early Literacy Development: K-2 students

Important 26
Not important 13
Somewhat important 4
Didn't answer 9
Grand Total 52

Intervention support for grades 3-11 in Math and ELA

Important 37
Not important 7
Somewhat Important 7
Didn't answer 1
Grand Total 52

Writing Development in grades 3-11

Important 37
Not important 4
Somewhat Important 9
Didn't answer 2
Grand Total 52

The state outlines eight priority areas for the Local Control Accountability Plan (LCAP). RVCS is measured annually, by the state, on these priorities. Please rate the importance of these state priorities as they relate to you and your child/children?

Access to core services: measures students' access to fully credentialed teachers, and instructional materials.

Important 39
Not important 3
Somewhat important 10
Grand Total 52

Implement state standards: measures implementation of academic content and performance standards adopted by State Board of Education.

Important 23
Not important 14
Somewhat important 14
Didn't answer 1
Grand Total 52

Access to broad course of study: measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects.

Important 37
Not important 2
Somewhat important 13
Grand Total 52

Parental involvement: measures the schools efforts to seek parent input in making decisions for the school.

Important 36
Not important 2
Somewhat important 14
Grand Total 52

School climate: measures student suspension and expulsion rates as well as safety and school connectedness.

Important 28
Not important 14
Somewhat important 10
Grand Total 52

Student achievement: measures assessment data, college readiness, and language proficiency.

Important 32
Not important 6
Somewhat important 14
Grand Total 52

Student engagement: measures student attendance, chronic absenteeism, dropouts (middle and high school), and high school graduation.

Important 26
Not important 12
Somewhat important 14
Grand Total 52

Other student outcomes: measures other important student outcomes related to required areas of study, including physical education and the arts.

Important 34
Not important 6
Somewhat important 12
Grand Total 52

Are you satisfied how RVCS supports all high need student groups as defined by the LCAP to be successful? (English Language Learners, Low-Income Students, Homeless Students, and Foster Youth)
English Language Learners

Not applicable 24
Satisfied 11
Very Satisfied 12

Unsatisfied 0
Very Unsatisfied 2
Didn't reply 3
Grand Total 52

Low-income students

Not applicable 24
Satisfied 9
Very Satisfied 10
Unsatisfied 1
Very Unsatisfied 2
Didn't reply 6
Grand Total 52

Homeless/Foster Youth

Not applicable 30
Satisfied 7
Very Satisfied 6
Unsatisfied 0
Very Unsatisfied 2
Didn't reply 7
Grand Total 52

How satisfied are you that RVCS prepares every student for college and career?

Not applicable 12
Satisfied 19
Unsatisfied 0
Very Satisfied 20
Very Unsatisfied 1
Grand Total 52

Are you satisfied with the work RVCS does to keep students on track towards high school graduation?

Not applicable 7
Satisfied 22
Unsatisfied 0
Very Satisfied 23
Grand Total 52

How satisfied are you with the work RVCS has done to establish and sustain positive relationships between staff, families, and students?

Satisfied 20
Unsatisfied 2
Very Satisfied 30
Very Unsatisfied 0
Grand Total 52

Overall, how satisfied are you with RVCS and your child's educational experience?

Satisfied 19
Unsatisfied 1
Very Satisfied 31
Didn't reply 1
Grand Total 52

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

Accessibility to all programs for all students is of great priority for Rio Valley's educational partners. With an expansive core curriculum, online and virtual classes, on-site and virtual tutors, as well as access to technology, the goal of educational partners requires all students to be able to participate in each program(s) offered.

Goals and Actions

Goal

Goal #	Description
1	All RVCS students, including those in numerically significant subgroups, (58.5% Socio-Economically Disadvantaged, 14% Special Education, 4% ELL, 36% Hispanic ethnicity, and 8% African American students) will increase academic achievement as demonstrated by increased levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.

An explanation of why the LEA has developed this goal.

While 54% of those tested in math at the 2020-2021 winter LEA common core-aligned benchmark scored above the 50th percentile or above, we still have 46% of those tested in math score below the 50th percentile and 38% of those tested in Reading score below the 50th percentile.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State mandated or local assessments, as well as LEA Benchmarks.	In winter 2021, RVCS 3-11th grade students had 46% of those tested in math score below the 50th percentile and 38% of those tested in Reading score below the 50th percentile.	Rio Valley Charter School adopted a new common core aligned assessment tool in 2021-2022. Consequently, assessment outcome data did not compare to the prior year. For winter 2022, 72.5% of those tested in math were projected to score less than the grade level standard in the 2022 CAASPP. and 46.8 % of those			All RVCS students, including those in numerically significant subgroups will increase measures of academic achievement on state mandated, local assessments, or LEA benchmarks.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		tested in reading were projected to score less than the grade level standard in the 2022 CAASPP.			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instruction	The use of content specialists will be used to provide math and science instruction for grades 6-12th grade students through direct instruction or via virtual classrooms. Other instructional options include the use of Schoology, writing intensive courses, use of the Academic Toolkit, and Carolina/PLTW curriculum.	\$446,013.00	Yes
1.2	Intervention	Common core aligned intervention	\$73,777.00	Yes
1.3	Facilities	Facilities for student learning access will be made available.	\$244,365.00	Yes
1.4	Writing Initiative	Rio Valley Charter School will support student growth in writing through on-going professional learning and the collection of data on student performance.		

Action #	Title	Description	Total Funds	Contributing
1.5	K-2 math assessment	All 2nd grade students in RVCS schools will achieve benchmark status as measured end-of-year local measures by 2023.		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.

Rio Valley Charter School adopted a new local assessment tool, consequently data outcomes aren't comparative.

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 no material differences between budgeted and actual expenditures.

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

For 21-22 all actions were effectively met through increased instructional support and intervention.

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.

Rio Valley Charter School adopted a new common core local assessment tool.

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.

Goals and Actions

Goal

Goal #	Description
2	All 2nd grade students in RVCS schools will achieve benchmark status as measured end-of-year local measures (such as DIBELS) by 2023.

An explanation of why the LEA has developed this goal.

Early literacy is proven to support improved student achievement and students accessing core curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The use of DIBELS measurements and locally identified interventions	19-20 2nd grade students- 46 tested, 50% on benchmark 20-21 2nd grade students-47 students tested, 64% met the benchmark on the Oral Reading fluency exam.	21-22 2nd grade students-58 students were tested and 67% cohort students met the benchmark on the Oral Reading fluency exam.			All 2nd grade cohort students in RVCS schools will improve towards benchmark status as measured by end-of-year local measures (such as DIBELS) by the 2023-2024.

Actions

Action #	Title	Description	Total Funds	Contributing
2.2	Refine, implement, and monitor progress	RVCS will implement progress monitoring and locally identified interventions. Teachers will attend professional development to continue to refine and monitor interventions.		Yes

Action #	Title	Description	Total Funds	Contributing
	monitoring and interventions.			

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.

There were no substantive differences in the implementation of these planned 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.

There were no 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.

The specific action items were effective in making progress toward this goal. Teachers were provided on-going professional learning, student performance monitoring data were collected, and appropriate intervention tools and techniques were deployed.

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

Based on results presented above in Year 1 Outcome, RVCS believes no changes are necessary to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Goals and Actions

Goal

Goal #	Description
3	Rio Valley Charter School will support student growth in writing through on-going professional learning, collecting data on student performance, and providing direct instructional intervention.

An explanation of why the LEA has developed this goal.

Writing is an area of identified need based on analysis of historical CAASPP results.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District writing rubrics and/or CAASPP	Student performance in the writing strand of the ELA assessments has fallen disproportionately below overall ELA CAASPP results.				By 2023-2024, students in cohort students will improve writing proficiency as measure by district writing rubrics and/or CAASPP results.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Writing Intensive classes for struggling 4th - 8th graders	Writing Intensives are classes for students in grades 4-8 who are overwhelmed, lost, or resistant to writing, or who just wish to improve their basic writing skills. The classes will be led by PCI writing coaches and will meet 2 times per week mid-semester to develop essential skills in writing with explicit instruction in the components of writing, modeling of the writing process, and extensive hands-on practice.		Yes

Action #	Title	Description	Total Funds	Contributing
3.2	On-going Professional Learning on Writing Instruction	RVCS teachers will participate in regular collaborative professional learning opportunities in writing focused on evaluation, diagnosis, instruction, and intervention.		Yes
3.3	Baseline and summative writing assessments for Writing Intensive cohort	Cohort students will complete an independent text-based writing task in response to a prompt that will be evaluated by a team of teachers using grade-level Common Core writing rubrics. The baseline assessment will direct targeted instruction to address specific student needs, and the summative assessment will measure qualitative growth in student writing based on elements of style, organization, and conventions. The pre and post writing assessments will provide standards-aligned data to measure student outcomes as well as the efficacy of our writing intervention.		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.

For planned action 3.1 there were no substantive differences in implementation of these actions.
For planned action 3.2 there were no substantive differences in implementation of these actions.
For planned action 3.3, While cohort students completed an independent text-based baseline assessment, summative assessments were not completed by all students.

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 no material differences between budgeted expenditures and estimated actual expenditures.

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

The specific action items were effective in making progress toward this goal. Teachers were provided with on-going professional learning, data was collected on student performance, and direct instructional classes were held.

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.

Due to the removal of writing claims in CAASPP reporting, the decision has been made to address writing initiatives within Goal 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.

Goals and Actions

Goal

Goal #	Description
4	RVCS will increase the rate of its percent of prepared students in the graduation cohort.

An explanation of why the LEA has developed this goal.

The percentage of college and career prepared seniors in the graduation cohort will increase annually. This measure is based on the number of high school graduates who complete the a-g pathway, complete a CTE pathway, score a 3 or above on both sections of the 11th grade CAASPP, enroll and pass community college courses, or receive the State Seal of Biliteracy. A focus on dual enrollment courses has increased our CCI over the past two years, and RVCS will continue to refine this program and increase accessibility to all interested students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard CCI Indicator.	There is no current baseline due to lack of CAASPP testing in 2020. Results from the 2020 dashboard indicate that 26% of graduating seniors were prepared.	Current projections are that 35/98 (36%) of the 2022 RVCS graduating class are prepared.			The percentage of prepared graduates will increase each year, as measured by the CCI Indicator.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Counseling	School will provide academic and social -emotional counseling services to students using 3.00 FTE Counselor.	\$348,236.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Academic Dean	A FTE Academic Dean will oversee all counselors, as well as coordinating CTE programs and enrollment, College Credit Course Enrollment, and State Seal of Biliteracy candidates and requirements,	\$109,340.00	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.

There were no 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 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 no 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.

The specific action items were effective in making progress toward this goal. Teachers were provided on-going professional learning, student performance monitoring data were collected, and appropriate intervention tools and techniques were deployed.

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

Based on results presented above in Year 1 Outcome, RVCS will continue to promote dual enrollment, and enrollment in CTE courses.

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.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,222,731	254,513

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
15.11%	0.00%	\$0.00	15.11%

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.

For goal 1, (actions 1-2), the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 2, (action 1), the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 3,(actions 1-3), the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 4, (actions 1-2), the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

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

Using the FCMAT LCFF calculator, the school has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. Our student population of English learners, students identified as low income, and Foster Youth far exceeds the 55% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the identified areas of need for our unduplicated pupils. The largest amount of funding is aimed directly at interventions for academic supports for completing credits, which will lead towards successful graduation.

To better serve our at-risk and highly mobile population, the Local Control and Accountability Plan includes the following possible additional actions and services such as, but not limited to additional services for socio-emotional support ,Professional development and curriculum for English learner, and early monitoring and interventions for potential graduates.

The school implements a personalized learning experience for English learners, low income, Foster Youth, and Special Education students that is strategically integrated with their unique academic and socio-emotional needs.

The school has calculated the amount it intends to receive in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. The school's proportional percentage has been calculated and we have demonstrated that we have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population, as outline in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

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.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,221,731.00				\$1,221,731.00	\$903,589.00	\$318,142.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instruction	English Learners Foster Youth Low Income	\$446,013.00				\$446,013.00
1	1.2	Intervention	English Learners Foster Youth Low Income	\$73,777.00				\$73,777.00
1	1.3	Facilities	English Learners Foster Youth Low Income	\$244,365.00				\$244,365.00
1	1.4	Writing Initiative						
1	1.5	K-2 math assessment	English Learners Foster Youth Low Income					
2	2.2	Refine, implement, and monitor progress monitoring and interventions.	English Learners Foster Youth Low Income					
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	English Learners Foster Youth Low Income					
3	3.2	On-going Professional Learning on Writing Instruction	English Learners Foster Youth Low Income					
3	3.3	Baseline and summative writing assessments for Writing Intensive cohort	English Learners Foster Youth Low Income					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Counseling	English Learners Foster Youth Low Income	\$348,236.00				\$348,236.00
4	4.2	Academic Dean	English Learners Foster Youth Low Income	\$109,340.00				\$109,340.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8090065	1,222,731	15.11%	0.00%	15.11%	\$1,221,731.00	0.00%	15.10 %	Total:	\$1,221,731.00
								LEA-wide Total:	\$1,221,731.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-12	\$446,013.00	
1	1.2	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-11	\$73,777.00	
1	1.3	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-12	\$244,365.00	
1	1.5	K-2 math assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	Students in grades K-2.		
2	2.2	Refine, implement, and monitor progress monitoring and interventions.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Students in grades K-2.		
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th-8th grades		

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 (%)
3	3.2	On-going Professional Learning on Writing Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Baseline and summative writing assessments for Writing Intensive cohort	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.1	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	\$348,236.00	
4	4.2	Academic Dean	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	\$109,340.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$994,267.00	\$994,267.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instruction	Yes	\$332,281.00	\$332,281.00
1	1.2	Intervention	Yes	\$73,777.00	\$73,777.00
1	1.3	Facilities	Yes	\$130,633.00	\$130,633.00
2	2.2	Refine, implement, and monitor progress monitoring and interventions.	Yes		
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	Yes		
3	3.2	On-going Professional Learning on Writing Instruction	Yes		
3	3.3	Baseline and summative writing assessments for Writing Intensive cohort	Yes		
4	4.1	Counseling	Yes	\$348,236.00	\$348,236.00
4	4.2	Academic Dean	Yes	\$109,340.00	\$109,340.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$956,097.00	\$994,267.00	\$994,267.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instruction	Yes	\$332,281.00	332,281		
1	1.2	Intervention	Yes	\$73,777.00	73,777		
1	1.3	Facilities	Yes	\$130,633.00	130,633		
2	2.2	Refine, implement, and monitor progress monitoring and interventions.	Yes				
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	Yes				
3	3.2	On-going Professional Learning on Writing Instruction	Yes				
3	3.3	Baseline and summative writing assessments for Writing Intensive cohort	Yes				
4	4.1	Counseling	Yes	\$348,236.00	348,236		
4	4.2	Academic Dean	Yes	\$109,340.00	109,340		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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)
7,082,736.00	\$956,097.00	0	13.50%	\$994,267.00	0.00%	14.04%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 district-level 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.

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

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Rio Valley Charter School
CDS Code:	39685850122580
LEA Contact Information:	Name: Leslie Leedy Position: Director Email: leslie.leedy@pacificcharters.org Phone: 9164774338
Coming School Year:	2022-23
Current School Year:	2021-22

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

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	\$9,312,796
LCFF Supplemental & Concentration Grants	\$1,222,731
All Other State Funds	\$193,267
All Local Funds	\$448,855
All federal funds	\$1,010,171
Total Projected Revenue	\$10,965,089

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	\$10,787,915
Total Budgeted Expenditures in the LCAP	\$1,222,731
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,222,731
Expenditures not in the LCAP	\$9,565,184

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$841,070
Actual Expenditures for High Needs Students in LCAP	\$841,070

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	\$0
2021-22 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rio Valley Charter School

CDS Code: 39685850122580

School Year: 2022-23

LEA contact information:

Leslie Leedy

Director

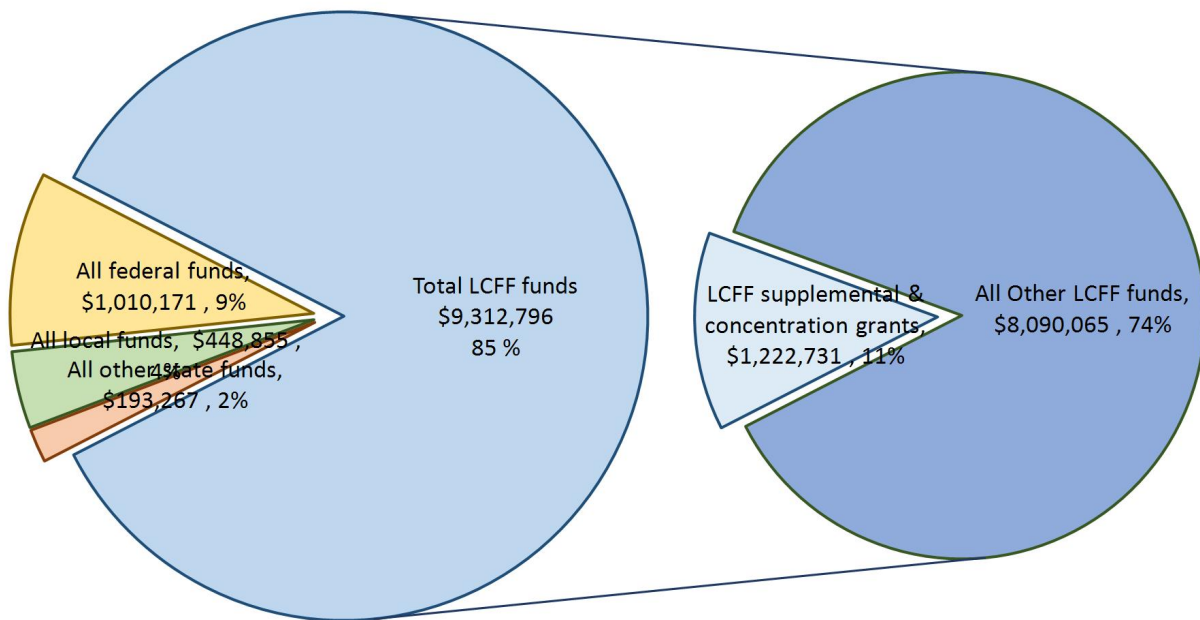
leslie.leedy@pacificcharters.org

9164774338

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 School Year

Projected Revenue by Fund Source



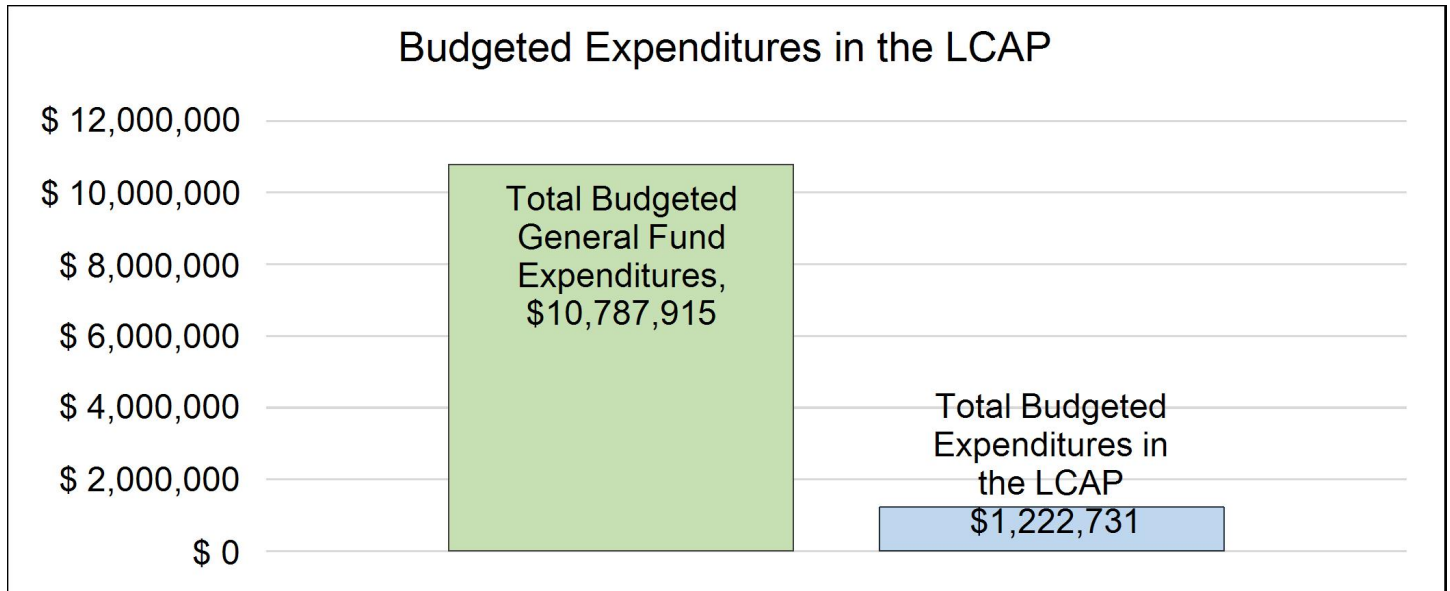
This chart shows the total general purpose revenue Rio Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rio Valley Charter School is \$10,965,089, of which \$9,312,796 is Local Control Funding Formula (LCFF), \$193,267 is other state funds, \$448,855 is local funds, and \$1,010,171 is federal funds. Of the \$9,312,796 in LCFF Funds,

\$1,222,731 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Rio Valley Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

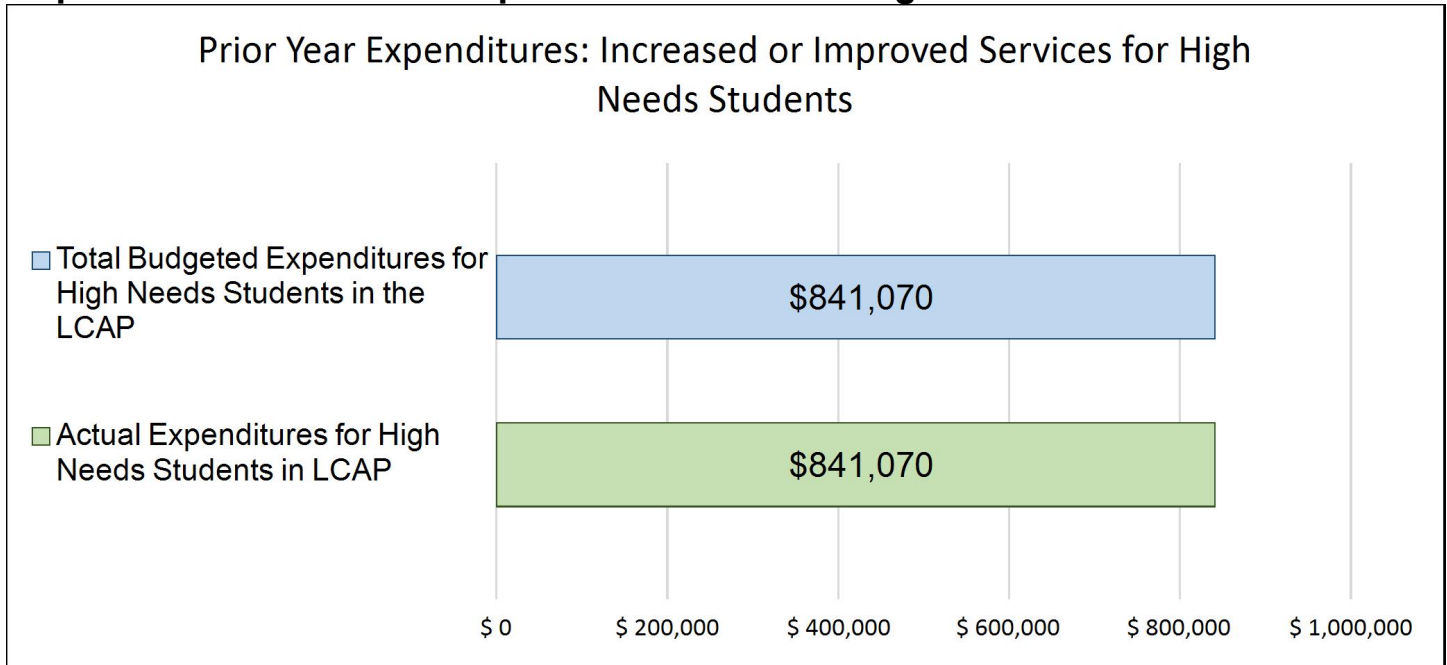
The text description of the above chart is as follows: Rio Valley Charter School plans to spend \$10,787,915 for the 2022-23 school year. Of that amount, \$1,222,731 is tied to actions/services in the LCAP and \$9,565,184 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Rio Valley Charter School is projecting it will receive \$1,222,731 based on the enrollment of foster youth, English learner, and low-income students. Rio Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Rio Valley Charter School plans to spend \$1,222,731 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Rio Valley Charter School's LCAP budgeted \$841,070 for planned actions to increase or improve services for high needs students. Rio Valley Charter School actually spent \$841,070 for actions to increase or improve services for high needs students in 2021-22.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Rio Valley Charter School	Leslie Leedy Director	leslie.leedy@pacificcharters.org 9164774338

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.					5

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Rio Valley Charter School understands the importance of feedback from educational partners and utilizes this feedback in planning and decision making. Teachers meet weekly, bi monthly, or monthly with families establishing trusting, respectful relationships beginning on the first day of school. Families are invited and encouraged to attend Back to School events, as well as science, math and ELA showcase nights. During individual family meetings, teachers engage with parents and students and learn about the family's unique culture, as well as the family's academic and social emotional goals for every child. Notes are kept by each teacher in a family communication log for reference. Rio Valley has an active website and Facebook Page that are used to communicate with families. All families have access to their teacher and school administration via email, text and phone.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on feedback from educational partners RVCS is expanding its use of social media and creating a new website. Both of these actions will allow parents greater access to information regarding school events and meetings, and clarify the decision making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

With the model of education set forth by RVCS, all families are met with face to face in an equal and fair manner. Student computers and internet access are provided to help ensure that all families, even those in underrepresented sub groups are properly engaged.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5

Building Partnerships	1	2	3	4	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Rio Valley Charter School teachers and administration work to provide support and partnership for all families in part by using professional development to train teachers to work with parents on all academic programs including, but not limited to: Exact Path, Edmentum, CTE, Reading Eggs, Math Seeds, PLATO and Rosetta Stone. Parents are provided with access to curriculum to use in their homes to support continual improvement of academic growth. All students 3-11 are assessed twice per year through NWEA/MAP, while those in grades K-2 are assessed three times per year through DIBELS. These scores are reviewed and discussed with parents. These conversations are used to align learning goals and progress on previous goals. In this model of independent study, where teachers meet with every family/ student regularly, all stakeholders are actively engaged.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The analysis of educational input and local data guided the LEA in the decision to add a K-2 math assessment during the 22-23 school year to increase parent knowledge of math standards and increase the use of math interventions. In addition, RVCS is piloting a writing assessment in the 22-23 school year, which will give parent teachers more information on their students' writing skills and weaknesses.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

With the model of education set forth by RVCS, all families are met with face to face in an equal and fair manner. Student computers and internet access are provided to help ensure that all families, even those in underrepresented sub groups are properly engaged.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parents are asked to provide feedback on coursework, field trips, and community opportunities. Families are encouraged to attend parent education nights and an annual student showcase. Meetings are held prior to these events for parents to provide input on policies and procedures. Annually, parents are asked to participate in an annual satisfaction survey. The results from the survey are used to make school wide impact decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on feedback from educational partners RVCS is expanding its use of social media and creating a new website. Both of these actions will allow parents greater access to information regarding school events and meetings, and clarify the decision making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

RVCS will improve engagement of underrepresented families by increasing its services for English Learners, and increasing site hours and availability to school staff.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Annually, Rio Valley Charter School surveys all stakeholders, including its K-12 students. A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities including school climate. An additional survey implements a locally designed social-emotional screener to assess the social-emotional needs of all 7-12th grade students. Data from the surveys and from educational partner meetings are reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, and school climate and course offerings are taken regarding the school's needs and areas for growth. This information is compiled and the district LCAP is written based from these identified needs. The final plan is provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

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

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Rio Valley Charter School tracks progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings and Master Agreements for course selection to analyze the extent to which all students have access to and are enrolled in a broad course of studies. Course enrollment reports developed in the district's student information system PowerSchool identify access and enrollment based upon grade spans, unduplicated student groups, and students with exceptional needs. For the 2021-2022 year, 100% of Rio Valley Charter School's students had full access to a broad course of study as defined by the California Board of Education. All RVCS students in grades TK-5 are enrolled in a broad course of study. We offer access and enrollment in the six areas identified by the state of California as a broad course of study for grades 1-5. All elementary students have access to visual and performing arts within their Master Agreement. All RVCS middle school students have access to a broad course of study within their Master Agreements. Students in grades 6-8 have access to a comprehensive, student driven, visual and performing arts course selection. For example, students may choose to play an instrument, take voice lessons, or participate in acting classes. Other courses offered include languages, art, dance and music. Students who require additional supports are offered individual tutors, direct online support, and ESL supports to support student academic achievement. High school courses are presented for board approval and all courses are evaluated to ensure students have access to offerings that are approved A to G as well as Career

Technical Education (CTE) Industry Pathways. Examples of pathways include: Veterinary Medical Applications, Floral Design, and Small Engine Technology. College Dual Enrollment classes are also offered as an option for students over the age of 16 (per community college guidelines). All core subject matter offered (math, ELA, Science and Social Studies) has an A to G approved option for CSU/UC.

Barriers preventing Rio Valley Charter School from maximizing broad course of study offerings to all students include 1. Limited time in a typical school day for students to take additional courses. 2. Limited community opportunities and/or online offerings with a non-site based school. A regular analysis of enrollment in a broad course of studies helps to inform RVCS as it makes decisions on offerings and using the LCAP as a planning and budgetary tool to support Priority 7.

In response to the results of our CCI on the California School Dashboard, Rio Valley Charter School plans to increase the amount of courses offered through Delta Community College, and also to ensure that access to these classes is available to the students at all three of the RVCS sites.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for					

Coordinating Instruction	1	2	3	4	5
LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

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

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

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

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

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

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

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

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

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

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

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

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

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

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

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

The UPK Planning Template is organized as follows:

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

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

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

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

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

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

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template Self-Certification

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

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Rio Valley Charter School	Leslie Leedy Director, Rio Valley Charter School	leslie.leedy@pacificcharters.org	916-477-4338

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

No

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

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	11	8	10	12	14	16
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Facilities Estimates (Cumulative)

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

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	1	1	2	2
TK Teacher's Assistants	N/A	N/A	N/A	N/A	N/A	N/A

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Other CSPP Classroom Staff (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26
N/A	N/A	N/A	N/A	N/A	N/A

Table: Projected Number of Slots Available for TK Students

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

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

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

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

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

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

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

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

- a. 2022–23 (Birthdays February 3 or after) [select one]

- b. 2023–24 (Birthdays April 3 or after) [select one]

c. 2024–25 (Birthdays June 3 or after) [select one]

Focus Area B: Community Engagement and Partnerships

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA's UPK Plan prioritize parental needs and choices?
Rio Valley prioritizes parent needs and choice through LCAP planning, parent surveys, and curriculum choice.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?
As a non site based school, RVCS does not partner with care partners.
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?
RVCS will continue with current student outreach programs.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
Co-hosting events with community-based organizations (CBOs)
School Site Council
LCAP educational partners input sessions
Family or parent surveys
Special Education Local Plan Area (SELPA)
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

As a non-site based school, there is no requirement to offer nine hours per day of programming.

Focus Area C: Workforce Recruitment and Professional Learning

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

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

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

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

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

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

Human Resources will continue to work with both CTC and CDE to recruit new staff and train existing staff.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

Rio Valley Charter School partners with the Lodi Unified School District, Sacramento County Office of Education, and San Joaquin County Office of Education for professional learning opportunities.

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

Rio Valley Charter School teachers meet in a formal setting at least once monthly. Informally, teachers meet daily through in-person and online interactions. Meetings are collaborative with information that the school director receives through leadership and district meetings.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Other [describe, open response]

As an independent study charter school RVCS falls under EC 44865 and therefore as exempt from this credentialing requirement.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Work Sampling System (WSS)

LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Administration and use of child assessments to inform instruction

Support for multilingual learners, including home language development and strategies for a bilingual classroom

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Focus Area D: Curriculum, Instruction, and Assessment

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

Rio Valley Charter School will work alongside Lodi Unified School District, Sacramento County Office of Education, San Joaquin County Office of Education, and Pacific Charter Institute's network of schools to develop select curriculum.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

TK curriculum is offered annually with teachers and parents working together to implement unique academic opportunities for each TK child.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

Rio Valley Charter School will continue with the age appropriate language assessments needed for English language acquisition.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

None

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

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide additional staff to support participation in instruction

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

The LEA does not plan to use a common TK assessment

Focus Area E: LEA Facilities, Services, and Operations

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

For Facilities:

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

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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

N/A - RVCS currently enrolls TK students and as a non-site based independent study charter school we do not have facilities.

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

No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

N/A - as a non-site based independent study charter school we do not have facilities. Enrollment is based on availability of qualified teachers to serve a specific geographic area.

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

N/A - as a non-site based independent study charter school we do not have facilities. Enrollment is based on availability of qualified teachers to serve a specific geographic area.

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

No

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

N/A - as a non-site based independent study charter school, we do not have facilities.

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

No

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

Students are provided with equipment specifically stated in their IEP.

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

No

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

N/A

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

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

N/A

Technical Assistance Questions

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

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

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

Information on program eligibility requirements to project enrollment across programs

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

Technical assistance on how to integrate UPK and P–3 in the district LCAP

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

Support for parent surveys and engagement activities to understand parent needs and support authentic choice

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

Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

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

Curriculum selection and implementation

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Workshops with external professional development providers

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

Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades

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

Encouraging purposeful play, choice, social interactions, and collaboration

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

Guidance on how to modify an elementary school classroom to serve young children

Appendix I - Definitions

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

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: June 9, 2022

AGENDA ITEM: #4/3 – 2022-2023 LCAP: Sutter Peak Charter Academy

Background:

Ms. Heather Marshall, Director, will present this item. The annual Local Control and Accountability Plan is used to provide details regarding local educational agencies (LEA's) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code 52060, 47605, 47605.5, and 47606.5.

RECOMMENDED ACTION:

Information only, no action required.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sutter Peak Charter Academy

CDS Code: 51-71423

School Year: 2022-23

LEA contact information:

Heather Marshall

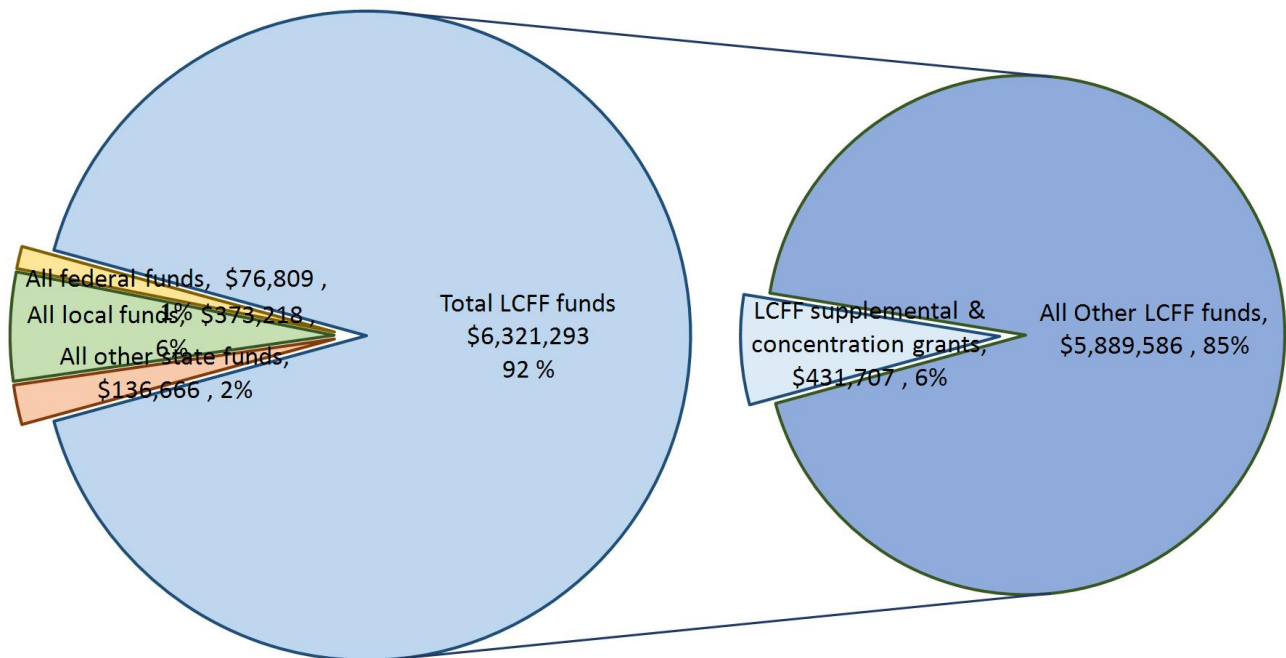
Director

916.992.9033

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 School Year

Projected Revenue by Fund Source

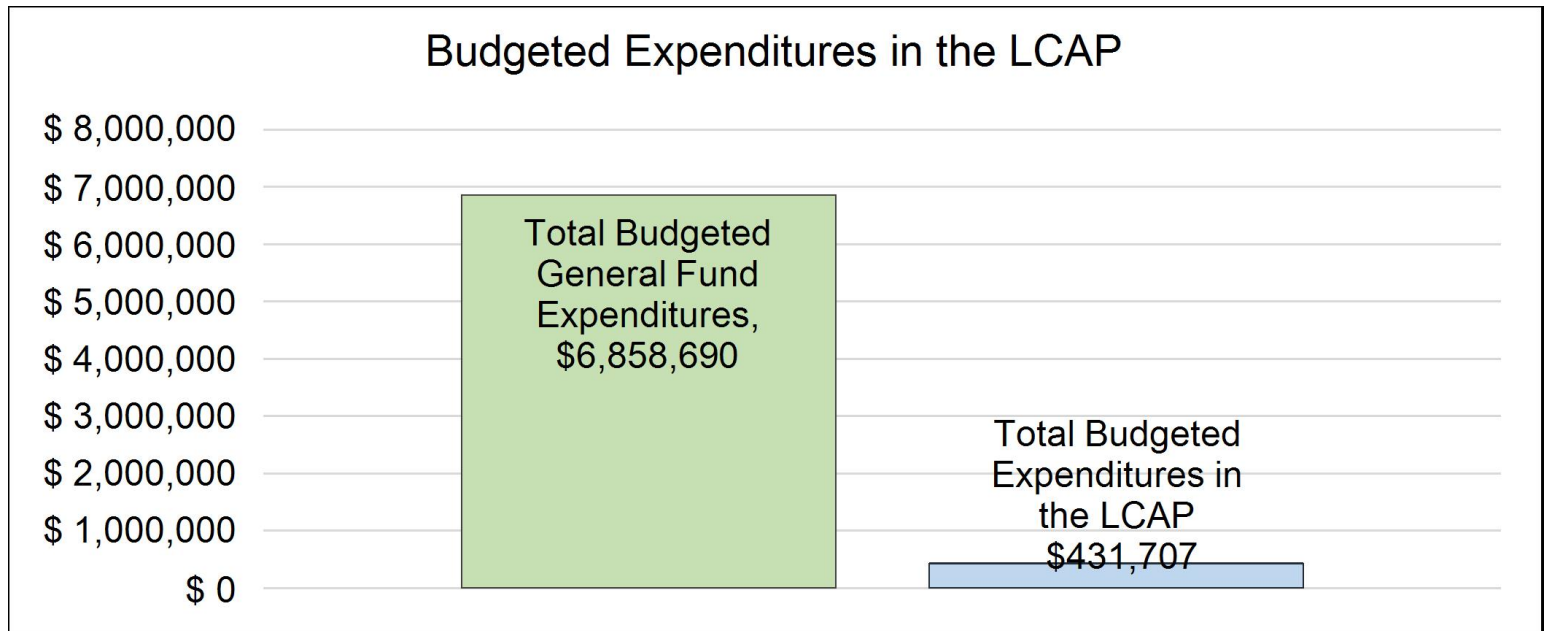


This chart shows the total general purpose revenue Sutter Peak Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sutter Peak Charter Academy is \$6,907,986, of which \$6,321,293 is Local Control Funding Formula (LCFF), \$136,666 is other state funds, \$373,218 is local funds, and \$76,809 is federal funds. Of the \$6,321,293 in LCFF Funds, \$431,707 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Sutter Peak Charter Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sutter Peak Charter Academy plans to spend \$6,858,690 for the 2022-23 school year. Of that amount, \$431,707 is tied to actions/services in the LCAP and \$6,426,983 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

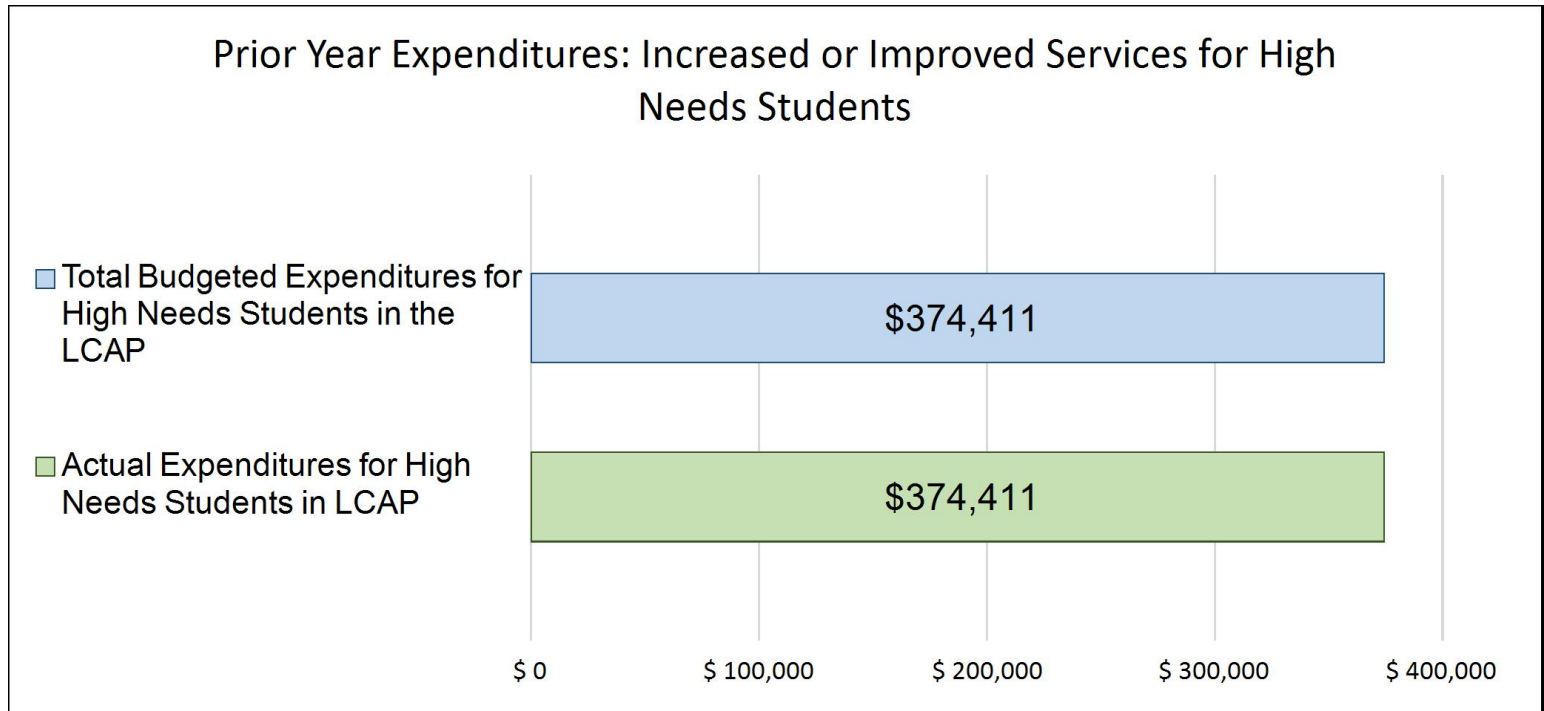
Additional expenditures include, staffing, materials, curriculum, capital outlay, and technology.

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

In 2022-23, Sutter Peak Charter Academy is projecting it will receive \$431,707 based on the enrollment of foster youth, English learner, and low-income students. Sutter Peak Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sutter Peak Charter Academy plans to spend \$431,707 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Sutter Peak Charter Academy's LCAP budgeted \$374,411 for planned actions to increase or improve services for high needs students. Sutter Peak Charter Academy actually spent \$374,411 for actions to increase or improve services for high needs students in 2021-22.



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
Sutter Peak Charter Academy	Heather Marshall Director	heather.marshall@pacificcharters.org 916.992.9033

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 2020–21 Local Control and Accountability Plan (LCAP).

The Director of Sutter Peak Charter Academy (SPCA) holds multiple meetings annually with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership addresses the description of the school grants and funding, progress toward meeting annual school goals, and discusses future school goals that relate grants and funding, including those not addressed in the 2020-2021 Local Control and Accountability Plan (LCAP). Annually, Sutter Peak Charter Academy surveys all its stakeholders via email in the Spring (including parents, pupils, teachers, other school personnel, and other school administrators.) A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders' meetings are reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings are discussed regarding the school's needs and areas for growth.

In the fall, Sutter Peak leadership met with its educational partners to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant.

This board meeting met the requirements of Executive Order N-29-20 and was held via teleconferencing. An in-person attendance option was available. Notification of the meeting was provided to all stakeholders through our web page. The school board for Sutter Peak Charter

Academy offers virtual board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

At Sutter Peak Charter Academy, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Sutter Peak staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

Plans for use of the Educator Effectiveness Grant were brought to the governing board on December 9, 2021. Funds will be used to provide the opportunity for teachers to attend professional development to support and/or address student learning loss to continue to improve instruction in literacy across all subject areas and social emotional learning during the 2022-2026 school years.

In April 2021, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations. www.tinyurl.com/pcihousing In the Fall 2020 semester, multiple trainings for staff professional development were offered including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide. One of our ongoing resources is a wellness team, which consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated. These students, along with newly identified students continue to receive supports in the 2021-2022 school year. Additionally, the team assesses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, attend online ACES training and events. Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student.

At Sutter Peak Charter Academy, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher is in constant communication with families. Various methods of communication including the Sutter Peak Charter Academy website, Sutter Peak newsletter, Pacific Charter Institute website, phone, email, Swift Reach, Microsoft TEAMS, Sign Up Genius and/or text are used to ensure that every student is informed of the opportunities for supplemental instruction and support.

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.

Sutter Peak Charter Academy does not meet the threshold of greater than 55 percent enrollment of students who are low-income, English learners, and/or foster youth.

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.

All one-time funds were spent on a one-to-one technology initiative for students and teachers.

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.

Sutter Peak Charter Academy did not meet the threshold to receive the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief (ESSR III) funding.

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.

All enrolled SPCA students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Sutter Peak students learn from home with their parents, under the supervision of their credentialed teacher. All student meetings are completed in-person or through an online platform. Virtual class offerings, including our a-g courses, meet online with a highly credentialed teacher. All students have consistent, regular access to assignments, assessments, and instructional support through our virtual platform and in-person platforms. Teachers, students, and families are provided with tech support and resources to increase their ability to provide educational services to their students. Human Resources provides updates with mental health supports and workday guidelines for teachers and their families.

At Sutter Peak Charter Academy, parents, teachers, and students work collaboratively throughout the school year. Given this model of

individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs are met. In the Fall of 2021, 100% of students who identified need were provided a computer and or hotspot.

For information regarding our safety plan, including COVID safe return to school procedures, please refer to our website:

<https://pacificcharters.org/about/corporate-policies/>

Sutter Peak Charter Academy includes parents and students on decisions related to technology, mental, physical health, and educational concerns. All additional services, needs, and concerns, including those for students with special needs are addressed through individual meetings with families and adjustments are made to accommodate the student.

Sutter Peak Charter Academy supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2020-2021 school year, Pacific Charter Institute (PCI) and the Sutter Peak counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health. Information from this survey will continue to guide our work through Spring 2022 when a new survey will be distributed.

Sutter Peak Charter Academy offers virtual opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum. These classes are offered live through secure online environment and recorded for future viewing. Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their credentialed teachers regularly. Teachers work with multiple families together to develop community and student interaction with other students. The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools are presented. Additionally, teachers who are less experienced addressing specific areas of writing, can participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions are recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities are led by

PCI's ELA Content Specialist.

Expanded Learning Opportunities

SPCA met with parents, teachers, support staff and school leadership to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant. After discussion those present all agreed that the ELO grant funds should be directed to:

- Accelerating Learning to make up for lost time- we need nuts and bolts training, curriculum, and direction instruction
- Tutoring and small group learning opportunities and support
- Educator Training for accelerated learning

In addition to all state-mandated assessments outlined below, Sutter Peak Charter Academy administers the NWEA/MAP Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students Sutter Peak Charter Academy in grades K-2. The NWEA/MAP Diagnostic is administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth and create individualized learning paths. The NWEA/MAP Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at with a computer and internet access. DIBELS, administered in the same three assessment windows provided a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use the data to identify students who need additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students. The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment was given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days) The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

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

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

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

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

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

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

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021



Local Control 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
Sutter Peak Charter Academy	Heather Marshall Director	heather.marshall@pacificcharters.org 916.992.9033

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.

Sutter Peak Charter Academy (SPCA) opened in the fall of 2015 as an independent charter school. SPCA was founded by the Pacific Charter Institute, a 501 (c) 3 tax exempt non-profit organization of charter school leaders in the Northern California area. Currently, Pacific Charter Institute’s Board of Directors governs four public charter schools serving a total of approximately 3000 students.

Sutter Peak Charter Academy offers TK-12 students a personalized learning program. Every SPCA student has access to one-to-one teaching through student-tailored, standards-based curriculum. Sutter Peak was founded on the principle that education works best when it is tailored to student’s individual strengths and needs. Our goal is to work cooperatively with students, parents, and the broader community to develop each student’s greatest potential. We leverage the flexibility of the independent study model to empower SPCA students to meet their educational goals. Sutter Peak Charter Academy has a clearly stated vision and mission based on its student needs, current educational research, and the belief that all students can achieve the highest academic standards.

Vision - “SPCA is developing self-motivated, educated individuals who will spread the wealth of knowledge worldwide in a meaningful way.”

Mission - “Sutter Peak Charter Academy empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating responsible citizens, critical problem- solvers, and lifelong learners.”

Central to Sutter Peak Charter Academy's vision and mission is the Academic Triangle, defined by the interdependent relationship of the teacher, the student, and the parent. The dynamics surrounding this vital geometry assists in ensuring that the student and parent both realize the scope of the overarching goals for all students at the school. The teacher develops personal learning tools to successfully complete the curriculum. The Academic Triangle is the symbol for what is expected for each student in that it empowers each agent of the triangle to take charge of the educational plan, regardless of the stability of all of the legs.

Both the mission statement and vision present clear expectations that students become active participants in their own education and their future. The strength of the Academic Triangle lies in its essential ability to support students who may not have sufficient academic stamina or self-motivation at the time of enrollment. The teacher or parent may have to take on the greater role until the student progresses to expected levels. Further, the school's commitment to the educational pursuits of each student is evident in the variety of curriculum provided to match a student's abilities and interests.

The vision and mission for Sutter Peak Charter Academy work in concert to ensure that the school continues to strive for high academic results for every student. School administration regularly review student educational data to determine student need and alignment of student learning with vision and mission. Professional development organized in concert with and as a result of the review of student educational data. The governing board additionally reviews student educational data and approves policies that support school-wide learner outcomes.

Academic Standards are central to school-wide learner outcomes. SPCA implements and uses appropriate California State Standards based curriculum along with standards based supplemental supports for all students. We also utilize a variety of online support programs that are aligned to Common Core Standards and are California specific.

Additionally, SPCA addresses its school-wide learner outcomes and academic standards through the implementation of the Academic Triangle model which ensure the fidelity of our mission and vision. This includes students that are socio-economically disadvantaged, English learners, foster/homeless youth, credit deficient, or academically challenged. We are committed to producing self-motivated students who develop an appreciation for lifelong learning.

History of Sutter Peak Charter Academy

Sutter Peak Charter Academy serves a diverse group of students in Sutter and its six contiguous counties. During the first year, student enrollment reached 188 students with 88% in grades K-8 and 12 % of the total population in grades 9-12. Of the 188 students, 6.5% of the students receive special education services and 38% were eligible for free and reduced lunch. In its second year, Sutter Peak Charter Academy added an additional 179 students for a total of 367. Grades TK-8 continued to dominate the population with 319 students, and 48 students in high school. Of the total population, 12% were enrolled in Special Education and 33% were eligible for free and reduced lunch. Sutter Peak Charter Academy applied for and received the initial WASC three year approval in the Spring of 2015. In this third year, Sutter Peak's total student population is 480. There are 401 students in grades TK-8 and 79 high school students. Of the total enrollment, 21% are eligible for free and reduced lunch and 10% of the population are enrolled in SPED. In the Spring of 2018, Sutter Peak was granted a five year charter renewal through its authorizer, Nuestro Elementary School District. The 2018-2019 school year continued to be a year of growth for SPCA in students and staff. The school year closed out with 586 students. Within the population of students, 331 were in the elementary grades of TK-5, 142 were 6-8 and 114 in grades 9-12. Our population of students ranges from 38% Free and Reduced lunch, 2% EL, and 8%

receive Special Education services. April of 2019, Sutter Peak Charter Academy was awarded a six year WASC accreditation through Spring of 2025. The 19-20 school year had a similar population due to the restrictions placed on charter school growth. With the 586 students, 30% were categorized as Free and Reduced lunch, 9% SPED, 2% EL, 6% African American, and 6% Hispanic. The school year ended uniquely with the COVID 19 pandemic and shelter in place orders. All students continued classes, interventions, and tutoring through Microsoft TEAMS, an online learning platform. SPCA is proud to have quickly moved the program to a virtual setting without major disruption to the academic progress of all students. The 20-21 school year opened similar to how the 19-20 school year ended. Our students were all set up with a laptop, chromebook, or surface. If internet was issue, students/families were offered a hotspot for connectivity. Of the 564 students currently enrolled in 2020-21 school year, 80% are Caucasian. The remaining 20% of our population is comprised of many ethnicities, with African American (6%) and Hispanic(6%) representing the highest percentages. American Indian students and students identifying as Other and Asian each make up 2% of our population. The remaining seven ethnicities represented in our student population each make up roughly 1% of our enrollment. In the 2021-2022 school year, Sutter Peak saw a slight decline in enrollment as families moved out of state in numbers previously unseen. Of the 543 students currently enrolled in 21-22 school year, 75% are Caucasian. The remaining 25% of our population is comprised of many ethnicities, with African American (7%) and Hispanic(6%) representing the highest percentages. American Indian students 2% and students identifying as Other Asian each make up 4% of our population. The remaining seven ethnicities represented in our student population each make up roughly 1% of our enrollment.

Reflections: Successes

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

21-22 Sutter Peak Charter Academy is steadfast in working towards the goals set in previous years using student data along with teacher and parent input to refine our process to ensure individualized academic growth for every student. Based on a review of performance on state indicators and local self-assessment tools, Sutter Peak Charter Academy has identified our greatest progress as our continued efforts to progress monitor students below the 50th percentile on NWEA MAP, a-g course alignment, increased assessment of early literacy, and increased professional development focused on student writing. Teachers tracked weekly intervention for each student falling under the 50th percentile on an internal spreadsheet. Along with data tracking, these spreadsheets were central to professional conversations around student growth.

20-21 At Sutter Peak Charter Academy, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers are able to identify specific needs of all students. Consequently, each credentialed teacher communicates with each family to distribute standards based curriculum, computers and hotspots to students. Various methods of communication including in-person meetings, virtual meetings, electronic surveys, phone, email, and/or text are used to ensure all student needs are met. When the pandemic hit in the Spring of 2020, 100% of students who identified additional need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed. Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly 2020-21. In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to

ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student. Based on positive stakeholder input, Sutter Peak Charter Academy was able to ensure continuity of individualized learning for each student throughout the 2020-2021 school year.

General Education teachers increased online support in the core academic areas, as well as enrichment engagement, via virtual platforms. Learning Continuity plans for the 2020-2021 school year included a four-fold expansion of virtual course offerings. Preparation in the Spring of 2020 for the 2020-2021 school year included curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, a more secure and student-centered system. Sutter Peak Charter Academy supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2019-2020 school year, Pacific Charter Institute (PCI) at Sutter Peak counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health throughout the 2020-2021 school year.

Sutter Peak Charter Academy offers virtual and in-person opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

— Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes offered live through secure online environment and recorded for future viewing. Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their independent study teachers regularly. Teachers worked with families virtually to develop community and student interaction with other students using Microsoft Teams. Once a county reached the "Red Tier" teachers resumed in-person student meetings for all students and families who requested to do so. Families were given the option to remain meeting online through the remainder of the year.

The review of school data trends over time have identified a need to dedicate time to increase teacher knowledge of the features and

components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participated in synchronous interactive sessions throughout the school year during where new information, strategies, and tools were presented. Teachers chose a Focal Two students to use the newly acquired skills with the two students to improve their practice as well as to develop the two students.

Additionally, teachers who had less experience addressing specific areas of writing, had the opportunity to participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions were recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities were led by PCI's ELA Content Specialist.

Sutter Peak Charter Academy administered the Exact Path Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2. The Exact Path Diagnostic was administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at home. DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers used the data to identify students who needed additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students.

The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment is given within 30 calendar days of enrollment, year-round (COVID pandemic allowed for a waiver to extend to 75 days) The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

Based on a review of performance on state indicators and local self-assessment tools, Sutter Peak Charter Academy has identified our greatest progress was our continued efforts to progress monitor and provide academic and social emotional needs of all students.

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.

Sutter Peak Charter Academy's overall academic performance was not identified in the colored performance categories on the Dashboard in Math or ELA due to the 19-20 and 20-21 suspension of the CAASPP (SBAC). Based on LCFF Evaluation Rubrics and the review of local performance indicators, Sutter Peak has identified:

- (1.) the continued progress monitoring of academic achievement for ELA and Math in grades 3-8.
- (2.) Progress monitoring of the oral reading fluency for grades K-2.

- (3.) the professional development for teachers in the area of writing to improve the overall writing performance of students in grades K-8 as identified by district rubrics.
- (4.) the refinement and continuation of student preparation for college and career readiness and SEL growth opportunities for all students.

LCAP Highlights

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

Sutter Peak Charter Academy supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college and career in a manner most beneficial to individual student needs. The school actively mentors new students, supporting them to become competitive 21st century-ready individuals. Our LCAP plan is designed to support every learner both academically and social emotionally. All Sutter Peak students, including those in numerically significant subgroups (9% SPED, 7% African American, 6% Hispanic, 34% Socio-economically disadvantage, 3% ELL or RFEP,) will continue to improve proficiency in the Common Core Standards for Mathematics and English Language Arts. Additionally and specifically, all 2nd grade cohort students in SPCA schools will achieve benchmark status as measured end-of-year local measures (such as DIBELS) by the 2023-2024 school and students in cohort grades 3-8 students will reach proficiency as measure by district writing rubrics. At Sutter Peak Charter Academy, we believe that every child can learn. Our program is " Personalized Education. Designed Together and Accomplished by You"

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.

The LEA is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

The LEA is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

The LEA is not identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

The Director of Sutter Peak Charter Academy (SPCA) has held multiple LCAP meetings with school partners (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership addressed the description of the LCAP process, explained the LCAP template, progress toward meeting annual goals, and discussed future LCAP goals. Annually, Sutter Peak Charter Academy surveys all its stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and school partner meetings were reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings were taken regarding the school’s needs and areas for growth. This information was compiled and the district LCAP was written based from these identified needs. Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

A summary of the feedback provided by specific educational partners.

Utilizing surveys and stakeholder meetings aligned to the Basic 8 State priorities has allowed staff, students and parents the opportunity to directly weigh in on the progress monitoring of this year’s LCAP plan and the forming of next year’s LCAP goals and plan. Below is a summary of the results from parents who opted into the survey.

What is your relationship to Sutter Peak Charter Academy?

- Parent/Step-parent 149
- Guardian 6
- Caregiver 1
- Extended Family 1
- Foster Parent 0
- Total 157

What is your race/ethnicity?

- American Indian or Alaskan 3
- Asian or Pacific Islander 10
- Black or African American 5
- Hispanic or Latinx 16
- White/Caucasian 96
- Two or more races 12
- Prefer not to answer 27
- Total 169

My child.....

Is Designated as an English Language Learner 17

Is a Foster Youth 1

Receives special education services 13

Not applicable 122

Did not reply 2

Total 155

Sutter Peak Charter Academy identified several academic performance goals for the next four years. Please rate the importance of these goals as they relate to you and your child/children:

Early Literacy Development: K-2 students

Important 68

Somewhat Important 23

Not Important 44

Didn't Answer 20

Intervention support for grades 3-11 in Math and ELA

Important 81

Somewhat Important 36

Not Important 28

Didn't Answer 10

Writing Development in grades 3-11

Important 111

Somewhat Important 30

Not Important 11

Didn't Answer 3

The state outlines eight priority areas for the Local Control Accountability Plan (LCAP). SPCA is measured annually, by the state, on these priorities. Please rate the importance of these state priorities as they relate to you and your child/children:

Access to core services: measures students' access to fully credentialed teachers, and instructional materials.

Important 82

Not important 18
Somewhat important 54
Didn't Answer 1

Implement state standards: measures implementation of academic content and performance standards adopted by State Board of Education.

Important 26
Not important 76
Somewhat important 52
Didn't Answer 1

Access to broad course of study: measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects.

Important 86
Not important 15
Somewhat important 53
Didn't Answer 1

Parental involvement: measures the schools efforts to seek parent input in making decisions for the school.

Important 117
Not important 6
Somewhat important 29
Didn't Answer 1

School climate: measures student suspension and expulsion rates as well as safety and school connectedness.

Important 40
Not important 57
Somewhat important 55
Didn't Answer 3

Student achievement: measures assessment data, college readiness, and language proficiency.

Important 53
Not important 30

Somewhat important 70
Didn't Answer 2

Student engagement: measures student attendance, chronic absenteeism, dropouts (middle and high school), and high school graduation.
Important 43
Not important 61
Somewhat important 62
Didn't Answer 2

Other student outcomes: measures other important student outcomes related to required areas of study, including physical education and the arts.

Important 65
Not important 26
Somewhat important 62
Didn't Answer 2

Are you satisfied how SPCA supports all high need student groups as defined by the LCAP to be successful? (English Language Learners, Low-Income Students, Homeless Students, and Foster Youth)

English Language Learners
Very Satisfied 30
Satisfied 29
Unsatisfied 0
Very Unsatisfied 0
Not Applicable 92
Did not reply 4

Low-income students
Very Satisfied 33
Satisfied 24
Unsatisfied 1
Very Unsatisfied 1
Not Applicable 87
Did not reply 9

Homeless/Foster Youth

Very Satisfied Satisfied 24
Unsatisfied 21
Very Unsatisfied 1
Not Applicable 100
Did not reply 9

How satisfied are you that SPCA prepares every student for college and career?

Very Satisfied 56
Satisfied 51
Unsatisfied 1
Very Unsatisfied 1
Not Applicable 46
Did not reply 0

Are you satisfied with the work SPCA does to keep students on track towards high school graduation?

Very Satisfied 72
Satisfied 41
Unsatisfied 0
Very Unsatisfied 1
Not Applicable 40
Did not reply 1

How satisfied are you with the work SPCA has done to establish and sustain positive relationships between staff, families, and students?

Very Satisfied 106
Satisfied 43
Unsatisfied 2
Very Unsatisfied 1
Not Applicable 1
Did not reply 2

Overall, how satisfied are you with SPCA and your child's educational experience?

Very Satisfied 106
Satisfied 44
Unsatisfied 2

Very Unsatisfied 0
Not Applicable 1
Did not reply 2

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

Accessibility to all programs for all students is of great priority for Sutter Peak's stakeholders. With an expansive core curriculum, online and virtual classes, mobile lending library and technology, the goal of the stakeholders requires all students to be able to participate in each program(s) offered.

Goals and Actions

Goal

Goal #	Description
1	All Sutter Peak students, including those in numerically significant subgroups (9% SPED, 7% African American, 6% Hispanic, 33% Socio-economically disadvantage, 2% ELL or RFEP,) will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.

An explanation of why the LEA has developed this goal.

Below lists the number of students in grades 3-11 testing above the 70th percentile, 32nd - 69th percentile and below the 31st percentile.
 LEA Common Core aligned Winter 20-21
 370 Students
 Language Arts, specifically reading-
 64% of students above 70% (237 students)
 28% of students 31%-70% (103 students)
 8% of students below 31% (30 students)

Math-
 59% of students above 70% (220 students)
 27% of students 31%-70% (99 students)
 14% of students below 31% (51 students)

These numbers indicate that students at Sutter Peak Charter Academy need additional supports to increase proficiency in both math and reading.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Common Core aligned assessment tools	Common Core aligned benchmark Winter 20-21 370 Students	Common Core aligned benchmark Winter 21-22. 342 Students			All SPCA students, including those in numerically significant subgroups will show high levels of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Reading- 64% of students above 70% (237 students) 28% of students 31%-70% (103 students) 8% of students below 31% (30 students) Math- 59% of students above 70% (220 students) 27% of students 31%-70% (99 students) 14% of students below 31% (51 students)	Reading 48% of students above 70% (165 students) 36% of students between 31%-70% (123 students) 16% of students below 31 % (54 students) Math- 34% of students above 70% (116 students) 41% of students between 31%-70% (139 students) 25% of students below 31% (87 students)			proficiency in the Common Core Standards for Mathematics and English Language Arts.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instruction	The use of content specialists will be used to provide math, science, social studies and language arts instruction for grades 6-12th grade students through direct instruction or via virtual classrooms. Other instructional options include the use of Schoology, writing intensive courses, use of the Academic Toolkit, UC Scout, Edmentum, Cyber High and Carolina science. Virtual class offerings, VOLTS class offerings, adoption of Schoology, and Carolina science.	\$168,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Intervention	Common Core aligned intervention including, but not limited to Exact Path, Lexia, Math Seeds	\$35,927.00	Yes
1.3	Writing Initiative	Sutter Peak will support student growth in writing through on-going professional learning, collecting data on student performance.		Yes
1.4	K-2 Math Assessment	All 2nd grade students in SPCA schools will achieve benchmark status as measured end-of-year local measures by 2023.		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.

In 2021-22, Sutter Peak Charter Academy adopted a new assessment tool. Consequently, data outcomes are not comparative.

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 are no material differences between budgeted expenditures and estimated actual expenditures.

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

For 21-22 were effectively met through increased instructional support and interventions.

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.

For 21-22 Sutter Peak Charter Academy adopted a new assessment tool. Consequently, all data outcomes are not comparative.

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.

Goals and Actions

Goal

Goal #	Description
2	All 2nd grade cohort students in SPCA schools will achieve benchmark status as measured end-of-year local measures (such as DIBELS) by the 2023-2024.

An explanation of why the LEA has developed this goal.

Early literacy is proven to support improved student achievement and students accessing core curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The use of DIBELS measurements and locally identified interventions	20-21 2nd grade students-, 64% met the benchmark on the Oral Reading fluency exam.	22-23 2nd grade students-, 70% met the benchmark on the Oral Reading Fluency exam.			All 2nd grade cohort students will improve towards benchmark status as measured end-of-year local measures (such as DIBELS) by 2023.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Progress Monitoring	SPCA will implement progress monitoring and locally identified interventions. Teachers will attend professional development to continue to refine and monitor interventions.		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.

There were no substantive differences in planned 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.

There were no material differences in budget and actual expenses.

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

Sutter Peak second graders started at 47% benchmark in the fall of 2022. With teacher professional development and student interventions, 70% have met the benchmark 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.

There were no substantive differences in the planned goal, outcomes or actions.

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.

Goals and Actions

Goal

Goal #	Description
3	Sutter Peak will support student growth in writing through on-going professional learning, collecting data on student performance, and providing direct instructional intervention.

An explanation of why the LEA has developed this goal.

Writing is an area of identified need based on analysis of historical CAASPP results.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local assessment and/or CAASSP District Writing Rubrics	Student performance in the writing strand of the ELA assessments has fallen disproportionately below overall ELA CAASPP results	100% of Sutter Peak teachers attended professional development on writing. Multiple six week Intensive Writing workshops were offered to students who were recommended to attend by staff, parent or self selection.			By 2023-2024, student cohorts will improve writing proficiency as measure by district writing rubrics and/or CAASPP results.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Writing Intensive classes for struggling 4th - 8th graders	Writing Intensives are classes for students in grades 4-8 who are overwhelmed, lost, or resistant to writing, or who just wish to improve their basic writing skills. The classes will be led by PCI writing coaches and will meet 2 times per week mid-semester to develop essential skills in writing with explicit instruction in the components of writing, modeling of the writing process, and extensive hands-on practice.	\$46,868.00	Yes
3.2	Baseline and summative writing assessments for Writing Intensive cohort	Cohort students will complete an independent text-based writing task in response to a prompt that will be evaluated by a team of teachers using grade-level Common Core writing rubrics. The baseline assessment will direct targeted instruction to address specific student needs, and the summative assessment will measure qualitative growth in student writing based on elements of style, organization, and conventions. The pre and post writing assessments will provide standards-aligned data to measure student outcomes as well as the efficacy of our writing intervention.		Yes
3.3	On-going Professional Learning on Writing Instruction	Sutter Peak teachers will participate in regular collaborative professional learning opportunities in writing focused on evaluation, diagnosis, instruction, and intervention.		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.

3.1 There were no substantive differences in the implementation of this planned action.

3.2 While cohort students successfully completed an independent text-based writing task (baseline assessment) not all students completed a summative assessment.

3.3 There were no substantive differences in the implementation of this planned action.

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 are no differences between budgeted expenditures and estimated actual expenses.

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

The specific actions were effective in making progress towards the goal. Teacher professional development was provided as ongoing professional learning, student performance data was collected through direct instructional classes.

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.

Due to the removal of the writing claims in the CAASPP, the decision has been made to address the writing initiative within goal one.

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.

Goals and Actions

Goal

Goal #	Description
4	Parent and School Engagement: SPCA will offer regular park days, field trips, a mobile lending library and school assemblies to increase family involvement with Sutter Peak Charter Academy.

An explanation of why the LEA has developed this goal.

When asked on the 2020-2021 end of year parent survey, 70% of parents indicated they were very satisfied with the work SPCA has done to establish and sustain an positive relationship between staff, families and students while 27% indicated they were satisfied. While these numbers indicated overall satisfaction, there is room for growth on establishing a greater connection with families as we come out of the pandemic. Increasing opportunities for families to leave their homes and engage with in-person school activities will be paramount to the continued and increased satisfaction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Parent Survey	70% of parents are Very Satisfied and 27% indicated they were Satisfied (total 97%) with the work SPCA has done to establish and sustain positive relationships between staff, families, students.	68% of parents are Very Satisfied and 28% indicated they are Satisfied (total 96%) with the work SPCA has done to establish and sustain positive relationships between staff, families, students.			80% of parents will be Very Satisfied on the LCAP Parent Survey

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Park Days, Enrichment Activities, Field Trips	Students will engage in activities outside of the typical school setting to increase school engagement.	\$25,000.00	Yes
4.2	Lending Library	Maintenance and upkeep of the mobile lending library used to support students with academic and enrichment activities, curriculum and technology.	\$60,000.00	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.

While the description remains the same, the activities in 2021-2022 were much more robust with the re-opening of in-person activities from the prior year's pandemic. Students and families enjoyed outings such as the pumpkin patch and ice skating along with weekly teacher provided activities that included art projects, hands on learning, magic shows, professional artist lessons, Kona Ice trucks, games and Sutter Peak gear distribution. Louise the Lending Library provided an opportunity to check out books and educational games in our geographic areas.

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 no material differences between budgeted expenditures and estimated actual expenditures.

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

This year continued to be challenging due to the ever-changing landscape of the COVID 19 pandemic. Some activities had to be cancelled or moved to online during surges or changes in masking policy. Those students and families that attended the events were pleased with the opportunity to meet teachers and families, however, not every family was comfortable interacting with others because of the virus and therefore did not attend in-person events and activities.

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.

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year. Our goal will continue to be to offer a wide variety of events and activities to build community.

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.

Goals and Actions

Goal

Goal #	Description
5	SPCA will increase the rate of its percent of prepared students in the graduation cohort.

An explanation of why the LEA has developed this goal.

The percentage of prepared seniors in the graduation cohort will increase annually. This measure is based on the number of high school graduates who are prepared for college or a career. College or career readiness means completing rigorous coursework, passing challenging exams, and or receiving a state seal of bi-literacy. The following measures are approved as indicating college or career readiness:

Career Technical Education Pathway Completion

Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics

Advanced Placement Exams

College Credit Course (formerly called Dual Enrollment)

a–g Completion

State Seal of Biliteracy

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard CCI Indicator	There is no current baseline due to lack of CAASPP testing in 2020.	An error in CCI Dashboard reporting led to incorrect totals reported. The corrected totals are as follows:			The percentage of prepared graduates will increase each year, as measured by the CCI Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Total Community College Classes taken this year = 105 Total Associate Degrees earned = 5 Total Career Tech Education Certificates earned = 11 For the 27 students graduating in the class of 2022: 37% are headed directly to a four year university. 44% are headed to community college with the intent to transfer to a 4 year university. 19% are headed out into the workforce. 54% of seniors were a-g compliant 56% of seniors completed two or more community college classes 76% of seniors participated in CTE			

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Academic Counselor	School will provide academic counseling services to students.	\$85,695.00	Yes
5.2	a-g approved coursework	Cyber High, CTE	\$10,000.00	Yes
5.3	CTE and Dual Enrollment	Expand options and opportunity for CTE and Dual Enrollment		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.

There are no substantive differences in planned actions and actual implementation of 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.

There are no material differences between Budgeted expenditures and Estimated Actual Expenditures.

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

Without prior year data or accurate dashboard data, the effectiveness of the goal is anecdotal. However, with 81% of the graduating class headed to a higher academic institution it is clear that their academics have provided them with the confidence and skillset for academic success. With a total of 105 community college classes taken by the 10-12graders, it is evident that the academic counselor is coaching and supporting students through the enrollment process.

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.

There are no planned 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.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
431,707	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
7.33%	0.00%	\$0.00	7.33%

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.

For goal 1, the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 2, the needs of foster youth, English learners, and low-income students were considered by increasing early literacy of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 3, the needs of foster youth, English learners, and low-income students were considered by providing support for writing skills of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 4, the needs of foster youth, English learners, and low-income students were considered by increasing parent engagement of unduplicated students. These actions are effective because they target specific community support of unduplicated students.

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

Services for foster youth, English learners, and low-income students are being increased or improved by the percentage required through targeted progress monitoring to improve academic achievement of unduplicated students, increasing early literacy of unduplicated students, by providing support for writing skills of unduplicated students, and increasing parent engagement of unduplicated students.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	531:2	
Staff-to-student ratio of certificated staff providing direct services to students	28:1	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$431,707.00				\$431,707.00	\$381,707.00	\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instruction	English Learners Foster Youth Low Income	\$168,217.00				\$168,217.00
1	1.2	Intervention	English Learners Foster Youth Low Income	\$35,927.00				\$35,927.00
1	1.3	Writing Initiative	English Learners Foster Youth Low Income					
1	1.4	K-2 Math Assessment	English Learners Foster Youth Low Income					
2	2.1	Progress Monitoring	English Learners Foster Youth Low Income					
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	English Learners Foster Youth Low Income	\$46,868.00				\$46,868.00
3	3.2	Baseline and summative writing assessments for Writing Intensive cohort	English Learners Foster Youth Low Income					
3	3.3	On-going Professional Learning on Writing Instruction	English Learners Foster Youth Low Income					
4	4.1	Park Days, Enrichment Activities, Field Trips	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Lending Library	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00
5	5.1	Academic Counselor	English Learners Foster Youth Low Income	\$85,695.00				\$85,695.00
5	5.2	a-g approved coursework	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
5	5.3	CTE and Dual Enrollment	English Learners Foster Youth Low Income					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,889,586	431,707	7.33%	0.00%	7.33%	\$431,707.00	0.00%	7.33 %	Total:	\$431,707.00
								LEA-wide Total:	\$431,707.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,217.00	
1	1.2	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-11	\$35,927.00	
1	1.3	Writing Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.4	K-2 Math Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2		
2	2.1	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-2		
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 4-8	\$46,868.00	

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 (%)
3	3.2	Baseline and summative writing assessments for Writing Intensive cohort	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 4-8		
3	3.3	On-going Professional Learning on Writing Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.1	Park Days, Enrichment Activities, Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
4	4.2	Lending Library	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
5	5.1	Academic Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$85,695.00	
5	5.2	a-g approved coursework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$10,000.00	
5	5.3	CTE and Dual Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$425,302.00	\$425,302.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instruction	Yes	\$161,812.00	161,812
1	1.2	Intervention	Yes	\$35,927.00	35,927
2	2.1	Progress Monitoring	Yes		
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	Yes	\$46,868.00	46,868
3	3.2	Baseline and summative writing assessments for Writing Intensive cohort	Yes		
3	3.3	On-going Professional Learning on Writing Instruction	Yes		
4	4.1	Park Days, Enrichment Activities, Field Trips	Yes	\$25,000.00	25,000
4	4.2	Lending Library	Yes	\$60,000.00	60,000
5	5.1	Academic Counselor	Yes	\$85,695.00	85,695
5	5.2	a-g approved coursework	Yes	\$10,000.00	10,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$350,544	\$425,302.00	\$425,302.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instruction	Yes	\$161,812.00	161,812.00		
1	1.2	Intervention	Yes	\$35,927.00	35,927.00		
2	2.1	Progress Monitoring	Yes				
3	3.1	Writing Intensive classes for struggling 4th - 8th graders	Yes	\$46,868.00	46,868.00		
3	3.2	Baseline and summative writing assessments for Writing Intensive cohort	Yes				
3	3.3	On-going Professional Learning on Writing Instruction	Yes				
4	4.1	Park Days, Enrichment Activities, Field Trips	Yes	\$25,000.00	25,000		
4	4.2	Lending Library	Yes	\$60,000.00	60,000		
5	5.1	Academic Counselor	Yes	\$85,695.00	85,695		
5	5.2	a-g approved coursework	Yes	\$10,000.00	10,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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)
4,810,005	\$350,544	0.00	7.29%	\$425,302.00	0.00%	8.84%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 district-level 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.

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

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Sutter Peak Charter Academy
CDS Code:	51-71423
LEA Contact Information:	Name: Heather Marshall Position: Director Phone: 916.992.9033
Coming School Year:	2022-23
Current School Year:	2021-22

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

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	\$6,321,293
LCFF Supplemental & Concentration Grants	\$431,707
All Other State Funds	\$136,666
All Local Funds	\$373,218
All federal funds	\$76,809
Total Projected Revenue	\$6,907,986

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,858,690
Total Budgeted Expenditures in the LCAP	\$431,707
Total Budgeted Expenditures for High Needs Students in the LCAP	\$431,707
Expenditures not in the LCAP	\$6,426,983

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$374,411
Actual Expenditures for High Needs Students in LCAP	\$374,411

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	\$0
2021-22 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Additional expenditures include, staffing, materials, curriculum, capital outlay, and technology.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sutter Peak Charter Academy

CDS Code: 51-71423

School Year: 2022-23

LEA contact information:

Heather Marshall

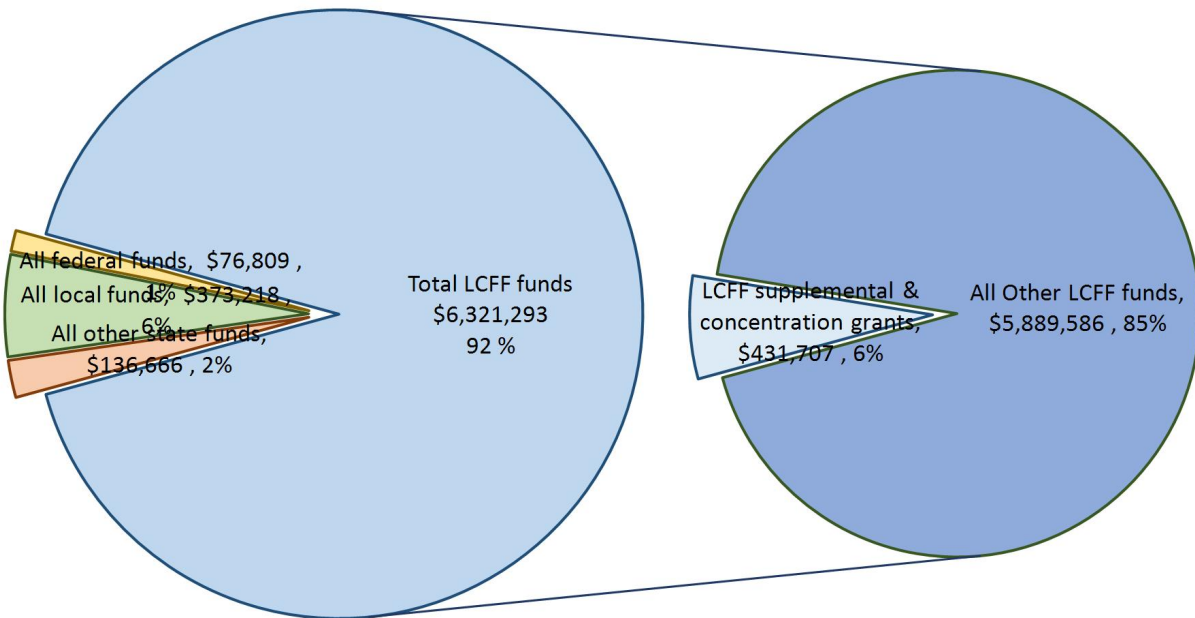
Director

916.992.9033

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 School Year

Projected Revenue by Fund Source



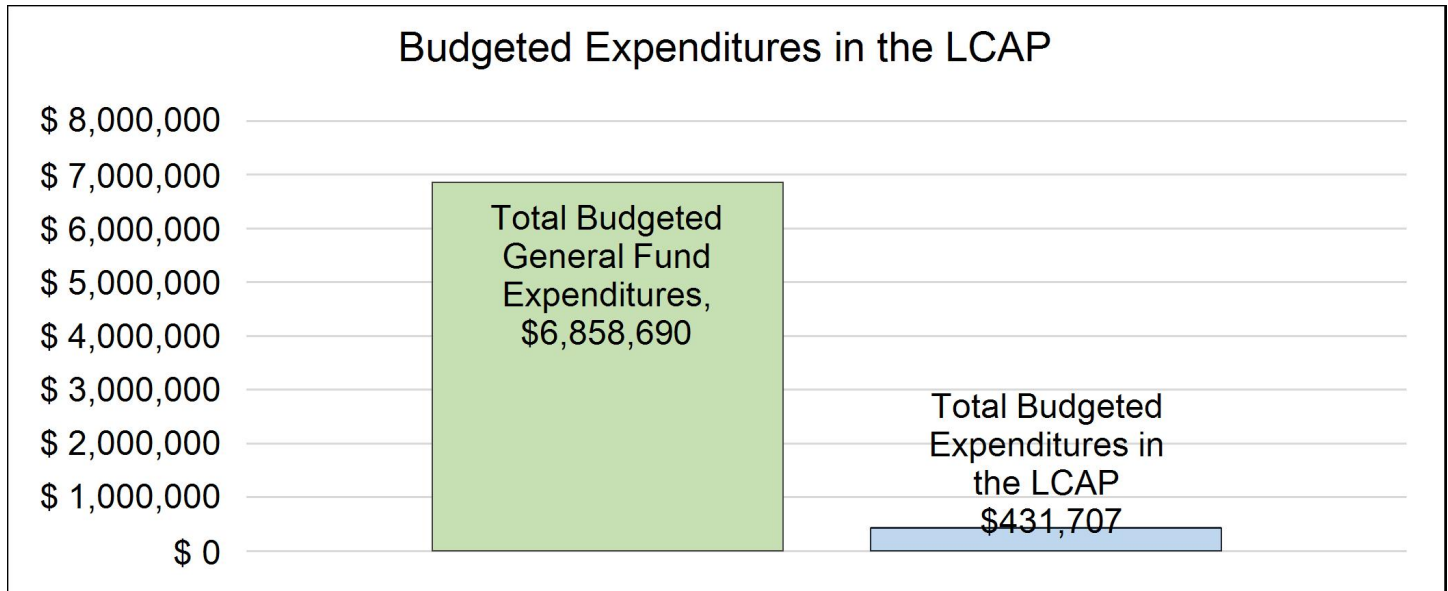
This chart shows the total general purpose revenue Sutter Peak Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sutter Peak Charter Academy is \$6,907,986, of which \$6,321,293 is Local Control Funding Formula (LCFF), \$136,666 is other state funds, \$373,218 is local funds, and \$76,809 is federal funds. Of the \$6,321,293 in LCFF Funds,

\$431,707 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Sutter Peak Charter Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sutter Peak Charter Academy plans to spend \$6,858,690 for the 2022-23 school year. Of that amount, \$431,707 is tied to actions/services in the LCAP and \$6,426,983 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

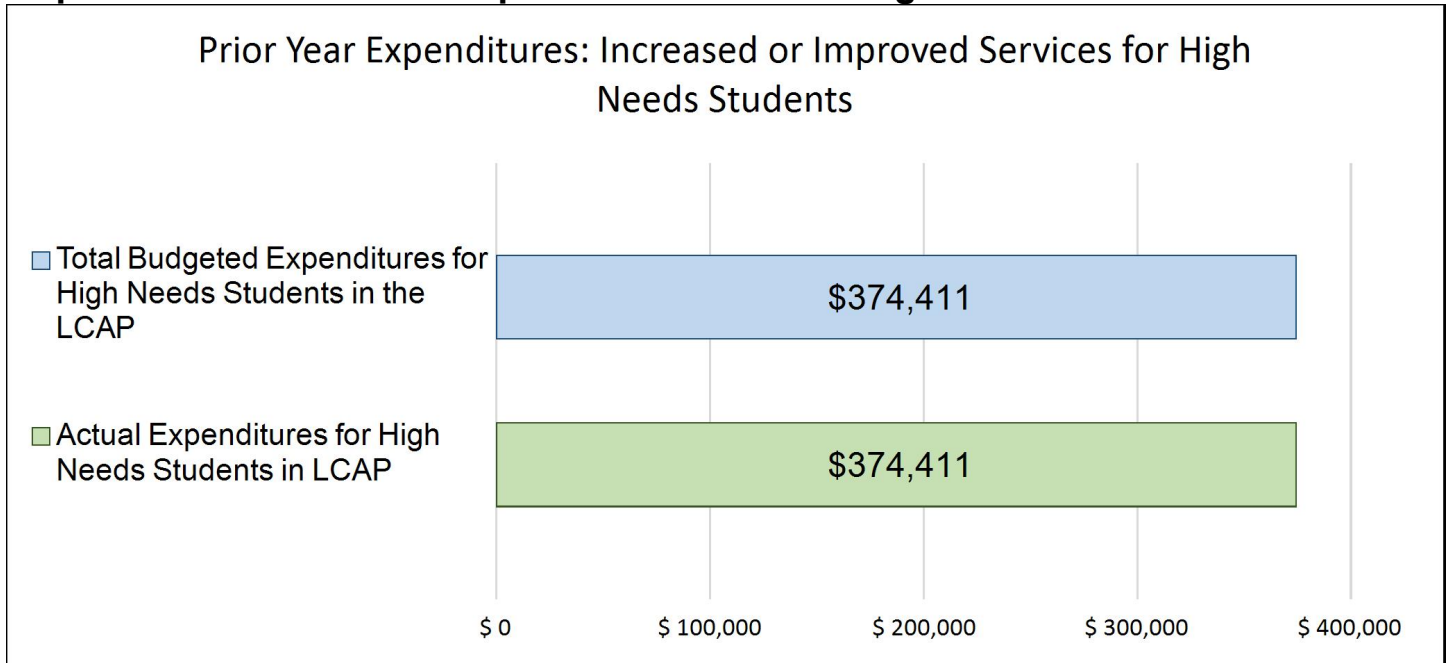
Additional expenditures include, staffing, materials, curriculum, capital outlay, and technology.

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

In 2022-23, Sutter Peak Charter Academy is projecting it will receive \$431,707 based on the enrollment of foster youth, English learner, and low-income students. Sutter Peak Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sutter Peak Charter Academy plans to spend \$431,707 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Sutter Peak Charter Academy's LCAP budgeted \$374,411 for planned actions to increase or improve services for high needs students. Sutter Peak Charter Academy actually spent \$374,411 for actions to increase or improve services for high needs students in 2021-22.



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Sutter Peak Charter Academy	Heather Marshall Director	heather.marshall@pacificcharters.org 916.992.9033

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	N/A

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Sutter Peak Charter Academy understands the importance of feedback from shareholders and utilizes this feedback in planning and decision making. Teachers meet weekly, bimonthly, or monthly with families establishing trusting, respectful relationships beginning on the first day of school. Families are invited and encouraged to attend Back to School events, as well as science, math and ELA showcase nights (per CDPH COVID guidelines). During individual family meetings, teachers engage with parents and students and learn about the family's unique culture, as well as the family's academic and social emotional goals for every child. Notes are kept by each teacher in a family communication log for reference. Sutter Peak has an active website and Facebook Page that are used to communicate with families. All families have access to their teacher and school administration via email, text and phone.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on feedback the analysis of educational input and local data guided the LEA in the decision to add a K-2 math assessment during the 22-23 school year to increase parent knowledge of math standards and increase the use of math interventions. In addition, SPCA is piloting a writing assessment in the 22-23 school year, which will give parent teachers more information on their students' writing skills and weaknesses. educational partner input SPCA is expanding its use of social media and creating a new website. Both of these actions will allow parents greater access to information regarding school events and meetings and clarify the decision making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

With the model of education set forth by SPCA, all families are met with face to face in an equal and fair manner. Student computers and internet access are provided to help ensure that all families, even those in underrepresented subgroups are properly engaged.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Sutter Peak Charter Academy teachers and administration work to provide support and partnership for all families in part by using professional development to train teachers to work with parents on all academic programs including, but not limited to: Exact Path, Edmentum, CTE, Reading Eggs, Math Seeds, PLATO and Rosetta Stone. Parents are provided with access to curriculum to use in their homes to support continual improvement of academic growth. All students 3-11 are assessed twice per year through NWEA/MAP, while those in grades K-2 are assessed three times per year through DIBELS. These scores are reviewed and discussed with parents. These conversations are used to align learning goals and progress on previous goals. In this model of independent study, where teachers meet with every family/ student regularly, all stakeholders are actively engaged.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The analysis of educational input and local data guided the LEA in the decision to add a K-2 math assessment during the 22-23 school year to increase parent knowledge of math standards and increase the use of math interventions. In addition, SPCA is piloting a writing assessment in the 22-23 school year, which will give parent teachers more information on their students' writing skills and weaknesses.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

With the model of education set forth by SPCA, all families are met with face to face in an equal and fair manner. Student computers and internet access are provided to help ensure that all families, even those in underrepresented sub groups are properly engaged.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parents are asked to provide feedback on coursework, field trips, and community opportunities. Families are encouraged to attend parent education nights and an annual student showcase (per CDPH COVID guidelines). Meetings are held prior to these events for parents to provide input on policies and procedures. Annually, parents are asked to participate in an annual satisfaction survey. The results from the survey are used to make local school wide impact decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on feedback from educational partner input SPCA is expanding its use of social media and creating a new website. Both of these actions will allow parents greater access to information regarding school events and meetings and clarify the decision making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

SPCA will improve engagement of underrepresented families by increasing staff training for the impacted subgroups.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Annually, Sutter Peak Charter Academy surveys all stakeholders, including its K-12 students. The majority of the questions in the survey are directly aligned to the 8 Basic State Priorities including school climate. An additional survey implemented a locally designed a social-emotional screener to assess the social- emotional needs of all 7-12th grade students. Data from both surveys and from stakeholder meetings are reviewed and discussed with teachers, leadership, academic and counseling teams. High priority is focused in the areas of student performance, attendance, and school climate and virtual course offerings. Discussion on the forementioned areas are discussed within the areas for growth. This data is compiled and the district LCAP is written based from these identified needs. The final plan is provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

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

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

All SPCA students in grades TK-5 are enrolled in a broad course of study. We offer access and enrollment in the six areas identified by the state of California as a broad course of study for grades 1-5. All elementary students have access to visual and performing arts within their Master Agreement. All SPCA middle school students have access to a broad course of study within their Master Agreements. Students in grades 6-8 have access to a comprehensive, student driven, visual and performing arts course selection. For example, students may choose to play an instrument, take voice lessons, or participate in acting classes. Other courses offered include languages, art, dance and music. Students who require additional supports are offered individual tutors, direct online support, and ESL supports to support student academic achievement. High school courses are presented for board approval and all courses are evaluated to ensure students have access to offerings that are approved A - G as well as Career Technical Education (CTE) Industry Pathways. Examples of pathways include: Veterinary Medical Applications, Floral Design, and Small Engine Technology. College Dual Enrollment classes are also offered as an option for students over the age of 16 (per community college guidelines). All core subject matter offered (math, ELA, Science and Social Studies) has an A - G approved option for CSU/UC.

Barriers preventing Sutter Peak Charter Academy from maximizing broad course of study offerings to all students include 1. Limited time in a typical school day for students to take additional courses. 2. Limited community opportunities and/or online offerings with a non-site based school. A regular analysis of enrollment in a broad course of studies helps to inform SPCA as it makes decisions on offerings and using the LCAP as a planning and budgetary tool to support Priority 7.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district					

Coordinating Instruction	1	2	3	4	5
pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

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

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

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

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

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

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

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

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

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

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

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

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

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

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

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

The UPK Planning Template is organized as follows:

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

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

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

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

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

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

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template Self-Certification

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

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Sutter Peak Charter Academy	Heather Marshall Director	heather.marshall@pacificcharters.org	

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

No

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

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	14	16	18	20	22	24
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Facilities Estimates (Cumulative)

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

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	2	2	2	2	2
TK Teacher's Assistants	N/A	N/A	N/A	N/A	N/A	N/A

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Other CSPP Classroom Staff (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26
N/A	N/A	N/A	N/A	N/A	N/A

Table: Projected Number of Slots Available for TK Students

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

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

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

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

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

TK will be offered in the 22-23 school year.

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

As a non-sited based independent study charter school, TK students have full access to our existing educational programs.

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

All TK students will benefit from all programs including academic or educational service, human resources and labor, special education, English learner or multilingual programs, partnerships, assessment and data collection, professional learning, workforce recruitment and preparation support.

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

Persons and departments responsible for key functions for the K-12 population will be responsible to conduct those same duties for TK.

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

School leadership will integrate all decisions through standard decision-making processes used for K-12 students.

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

As a non-sited based independent study charter school, TK students have access to our full educational programs including support programs in the annual LCAP.

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

As a non-sited based independent study charter school, TK students have access to our full educational programs including support programs in including students with disabilities.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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

TK offered at all sites

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Both

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

As a non-sited based independent study charter school, TK students have access to our full educational programs. Teachers will continue to work alongside parent educators ensuring every student has the academic and social emotional support they need.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

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

- a. 2022–23 (Birthdays February 3 or after) [select one]

No

- b. 2023–24 (Birthdays April 3 or after) [select one]

No

- c. 2024–25 (Birthdays June 3 or after) [select one]

No

Focus Area B: Community Engagement and Partnerships

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA's UPK Plan prioritize parental needs and choices?
Sutter Peak prioritizes parent needs and choice through LCAP planning, parent surveys, and curriculum choice.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?
As a non site based school, SPCA does not partner with care partners.
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?
SPCA will continue with current student outreach programs.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
Family or parent surveys
Special Education Local Plan Area (SELPA)
LCAP educational partners input sessions
Co-hosting events with community-based organizations (CBOs)
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
Other [describe, open response]

As a non-site based school, there is no requirement to offer nine hours per day of programming.

Focus Area C: Workforce Recruitment and Professional Learning

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

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

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

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

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

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

Human Resources will continue to work with both CTC and CDE to recruit new staff and train existing staff.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

Sutter Peak Charter Academy partners with Nuestro Elementary School district and Sutter Co Office of Education for professional learning opportunities.

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

Sutter Peak Charter Academy teachers meet in a formal setting three weeks out of each month. Informally, teachers meet daily through in-person and online interactions. Meetings are collaborative with information that the school director receives through leadership and district meetings.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Other [describe, open response]

As an independent study charter school SPCA falls under EC 44865 and therefore as exempt from this credentialing requirement.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Work Sampling System (WSS)

LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Administration and use of child assessments to inform instruction

Support for multilingual learners, including home language development and strategies for a bilingual classroom

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Focus Area D: Curriculum, Instruction, and Assessment

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

Sutter Peak Charter Academy will work alongside Nuestro Elementary School District, Sutter County Office of Education, and Pacific Charter Institute's network of schools to develop select curriculum.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

TK curriculum is offered annually with teachers and parents working together to implement unique academic opportunities for each TK child.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

Sutter Peak Charter Academy will continue with the age appropriate language assessments needed for English language acquisition.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

None

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

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide additional staff to support participation in instruction

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

The LEA does not plan to use a common TK assessment

Focus Area E: LEA Facilities, Services, and Operations

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

For Facilities:

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

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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

N/A - SPCA currently enrolls TK students and as a non-site based independent study charter school we do not have facilities.

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

No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

N/A - as a non-site based independent study charter school we do not have facilities. Enrollment is based on availability of qualified teachers to serve a specific geographic area.

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

N/A - as a non-site based independent study charter school, we do not have facilities. Enrollment is based on availability of qualified teachers to serve a specific geographic area..

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

No

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

N/A - as a non-site based independent study charter school, we do not have facilities.

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

No

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

Students are provided with equipment specifically stated in their IEP.

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

No

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

N/A

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

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

N/A

Technical Assistance Questions

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

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

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

Information on program eligibility requirements to project enrollment across programs

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

Technical assistance on how to integrate UPK and P–3 in the district LCAP

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

Support for parent surveys and engagement activities to understand parent needs and support authentic choice

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

Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

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

Curriculum selection and implementation

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Workshops with external professional development providers

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

Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades

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

Encouraging purposeful play, choice, social interactions, and collaboration

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

Guidance on how to modify an elementary school classroom to serve young children

Appendix I - Definitions

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

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: June 9, 2022

AGENDA ITEM: #4/4 – 2022-2023 LCAP: Valley View Charter Prep

Background:

Ms. John Mittan, Director, will present this item. The annual Local Control and Accountability Plan is used to provide details regarding local educational agencies (LEA's) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code 52060, 47605, 47605.5, and 47606.5.

RECOMMENDED ACTION:

Information only, no action required.



Valley View
CHARTER PREP

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley View Charter Prep

CDS Code: 39686270129916

School Year: 2022-23

LEA contact information:

John Mittan

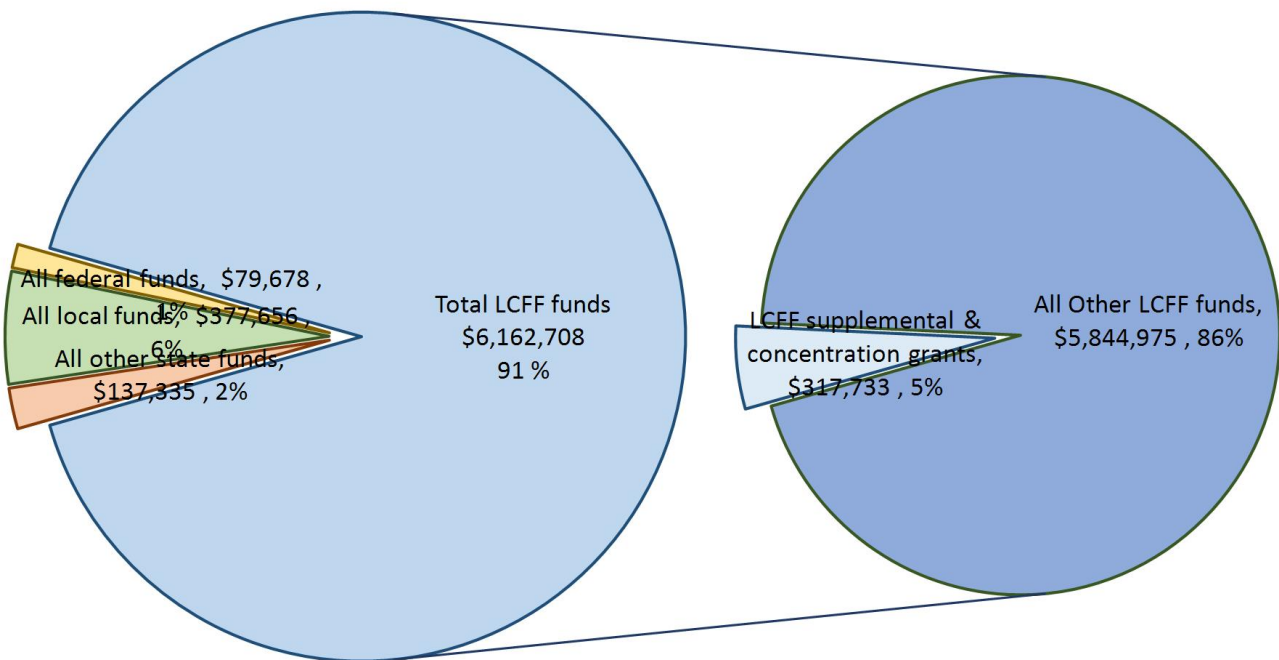
Director for Valley View Charter Prep

209-323-9624

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 School Year

Projected Revenue by Fund Source

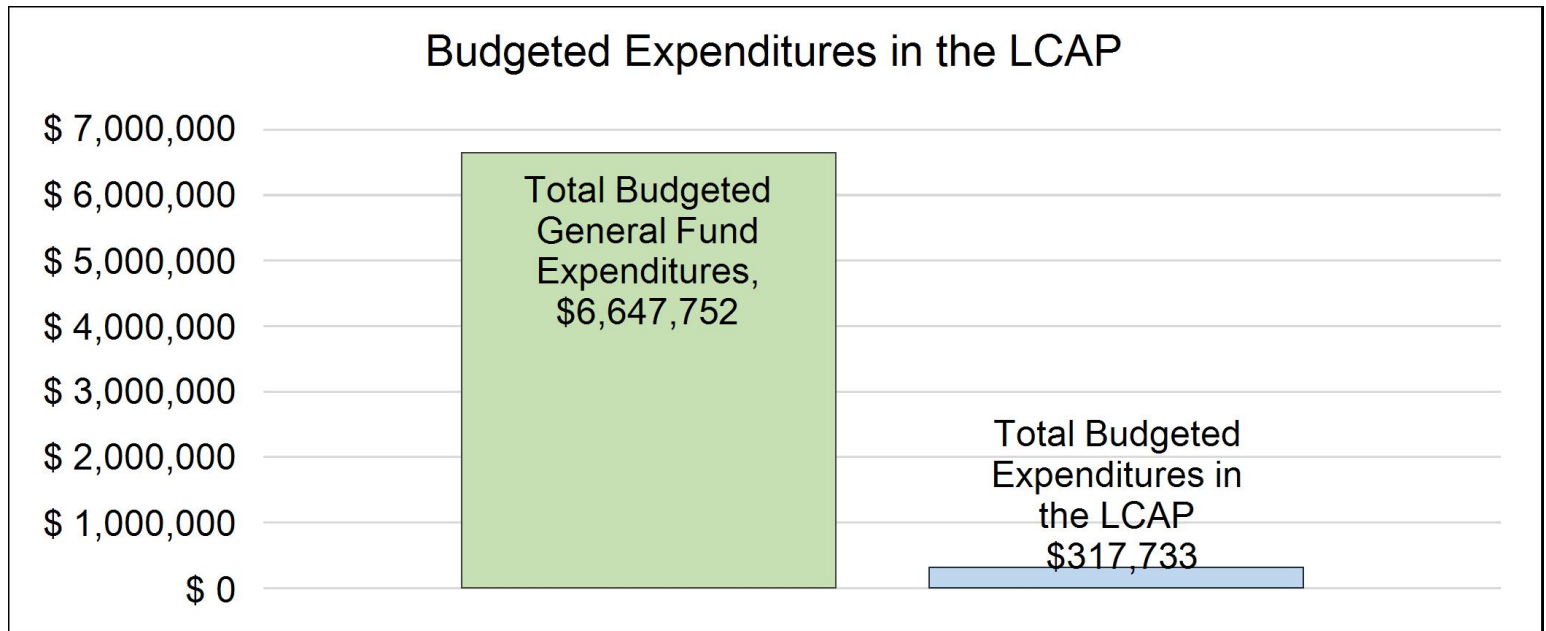


This chart shows the total general purpose revenue Valley View Charter Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley View Charter Prep is \$6,757,377, of which \$6162708 is Local Control Funding Formula (LCFF), \$137335 is other state funds, \$377656 is local funds, and \$79678 is federal funds. Of the \$6162708 in LCFF Funds, \$317733 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Valley View Charter Prep plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

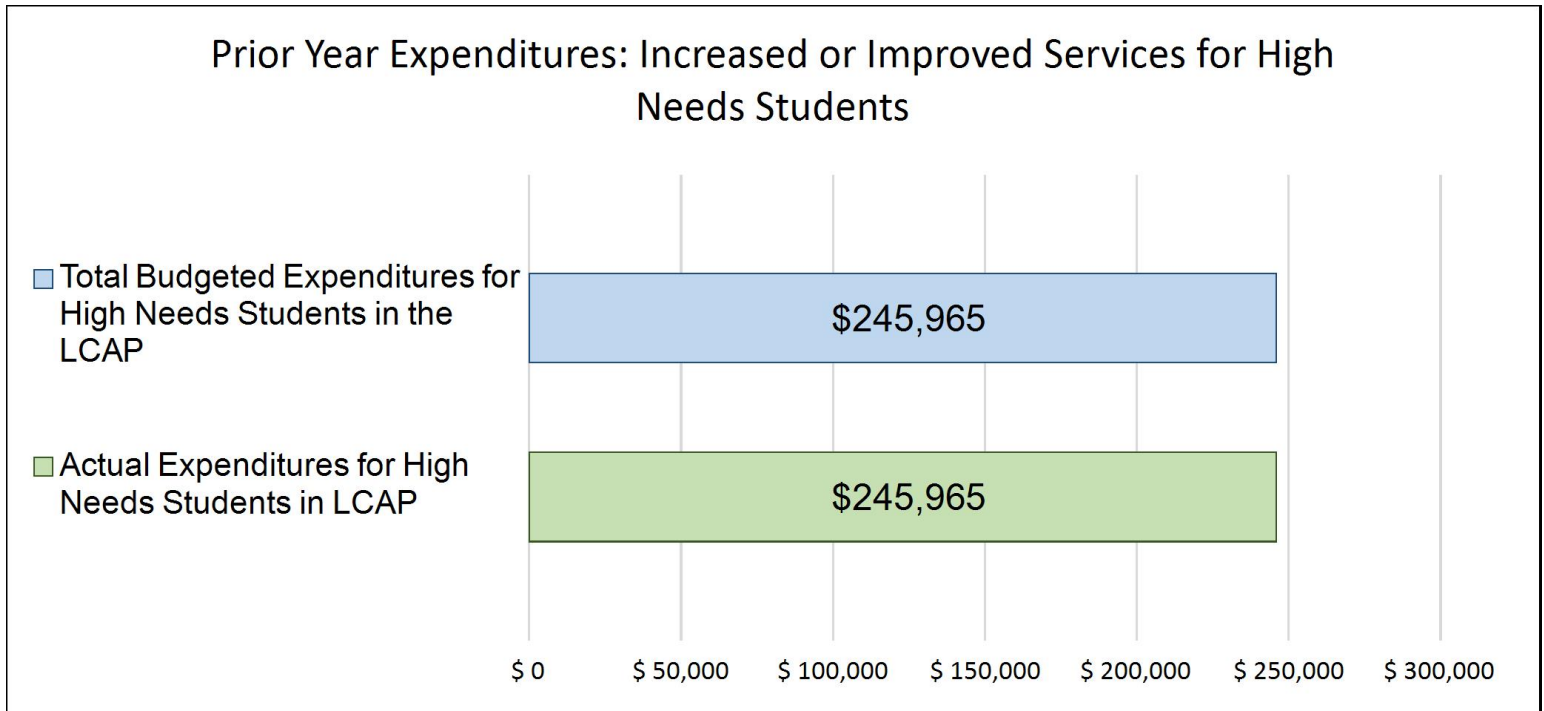
The text description of the above chart is as follows: Valley View Charter Prep plans to spend \$6647752 for the 2022-23 school year. Of that amount, \$317733 is tied to actions/services in the LCAP and \$6,330,019 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Valley View Charter Prep is projecting it will receive \$317733 based on the enrollment of foster youth, English learner, and low-income students. Valley View Charter Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Valley View Charter Prep plans to spend \$317733 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Valley View Charter Prep's LCAP budgeted \$245,965 for planned actions to increase or improve services for high needs students. Valley View Charter Prep actually spent \$245,965 for actions to increase or improve services for high needs students in 2021-22.



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
Valley View Charter Prep	John Mittan Director	john.mittan@pacificcharters.org (866) 992-9033

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 2020–21 Local Control and Accountability Plan (LCAP).

The Director of Valley View Charter Prep (VVCP) holds multiple meetings annually with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership address the descriptions of the school grants and funding, progress toward meeting annual school goals, and discuss future school goals that relate to grants and funding, including those not addressed in the Local Control and Accountability Plan (LCAP). Annually, Valley View Charter Prep surveys all its stakeholders via email in the Spring (including parents, pupils, teachers, other school personnel, and other school administrators.) The questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders' meetings are reviewed and discussed. High priority

status pertaining to student performance, attendance, and school climate and course offerings are discussed regarding the school's needs and areas for growth.

In the fall, Valley View leadership met with its educational partners to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant.

VVCP's board met the requirements of Executive Order N-29-20. The school board for Valley View Charter Prep offers virtual/in-person board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

At Valley View Charter Prep, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Valley View staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

Plans for use of the Educator Effectiveness Grant were brought to the governing board. Funds will be used to provide the opportunity for teachers to attend professional development to support and/or address student learning loss to continue to improve instruction in literacy across all subject areas and social emotional learning during the 2022-2026 school years.

In spring, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations. Multiple trainings for staff professional development were offered including Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events. Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone can initiate a wellness team check-in on a student.

At Valley View Charter Prep, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher is in constant communication with families. Various methods of communication including the Valley View Charter Prep website, Valley View newsletter, Pacific Charter Institute website, phone, email, Swift Reach, Microsoft TEAMS, Sign Up Genius and/or text are used to ensure that every student is informed of the opportunities for supplemental instruction and support.

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.

Valley View Charter Prep does not meet the threshold of greater than 55 percent enrollment of students who are low-income, English learners, and/or foster youth.

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.

All one-time funds were spent on a one-to-one technology initiative for students and teachers.

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.

Valley View Charter Prep did not meet the threshold to receive the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief (ESSR III) funding.

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.

All enrolled VVCP students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Valley View students learn from home with their parents, under the supervision of their credentialed teacher. All in-person student meetings are completed in-person or through an online platform. Virtual class offerings, including our a-g courses, meet online with a highly credentialed teacher. All students have consistent, regular access to assignments, assessments, and instructional support through our virtual platform and in-person platforms. Teachers, students, and families are provided with tech support and resources to increase their ability to provide educational services to their students. Human Resources provides updates with mental health supports and workday guidelines for teachers and their families.

At Valley View Charter Prep, parents, teachers, and students work collaboratively throughout the school year. Given this model of

individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs are met. In the Fall of 2021, 100% of students who identified need were provided a computer and or hotspot.

For information regarding our safety plan, including COVID safe return to school procedures, please refer to our website:

<https://pacificcharters.org/about/corporate-policies/>.

Valley View Charter Prep includes parents and students on decisions related to technology, mental, physical health, and educational concerns. All additional services, needs, and concerns, including those for students with special needs are addressed through individual meetings with families and adjustments are made to accommodate the student.

Valley View Charter Prep supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2021-2022 school year, Pacific Charter Institute (PCI) and the Valley View counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health. Information from this survey will continue to guide our work through Spring 2022 when a new survey will be distributed.

Valley View Charter Prep offers virtual opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum. These classes are offered live through secure online environment and recorded for future viewing. Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their credentialed teachers regularly. Teachers worked with multiple families together to develop community and student interaction with other students. The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools are presented. Additionally, teachers who are less experienced addressing specific areas of writing, can participate in asynchronous sessions that provided direct training on specific elements of writing instruction.

Asynchronous sessions are recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities are led by

PCI's ELA Content Specialist.

Expanded Learning Opportunities

VVCP met with parents, teachers, support staff and school leadership to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant. After discussion those present all agreed that the ELO grant funds should be directed to:

- Accelerating Learning to make up for lost time- we need nuts and bolts training, curriculum, and direction instruction
- Tutoring and small group learning opportunities and support
- Educator Training for accelerated learning

In addition to all state-mandated assessments outlined below, Valley View Charter Prep administers the NWEA/MAP Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students Valley View Charter Prep in grades K-2. The NWEA/MAP Diagnostic is administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth and create individualized learning paths. The NWEA/MAP Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at with a computer and internet access. DIBELS, administered in the same three assessment windows provided a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use the data to identify students who need additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students. The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment was given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days) The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021



Local Control 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
Valley View Charter Prep	John Mittan Director for Valley View Charter Prep	jmittan@valleyviewcharter.org 209-323-9624

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.

Introduction: Valley View Charter Prep is authorized by the New Jerusalem Elementary School District. The school was authorized in January 2014 and began serving students in August of the same year. The current ADA is 605 students. The school operates as an independent study charter program serving K-12 grades. In keeping with a independent study model, Valley View does not maintain a site-based learning facility. The school is governed by the Pacific Charter Institute (a non-profit) Board of Directors. VVCP is accredited by the Western Association of Schools and Colleges (WASC) and is an active member of California Charter Schools Association and Charter School Development Center.

Demographic Snapshot VVCP Spring of 2022:

10% SPED
6% African American,
17% Hispanic
26% Socio-economically disadvantaged
2% ELL

Consistently, these specific subgroups are the target of our school-wide learning goals for our Local Control Accountability Plan, WASC and individual Site Plan.

Vision: Developing educated individuals who will spread the wealth of knowledge worldwide in a meaningful way.

Mission: Valley View Charter Prep empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, creating responsible citizens, critical problem-solvers, and lifelong learners.

Goals:

The following strategic focuses align with the Vision and Mission of Valley View Charter Prep:

1. Create excellence for every student through the school Mission Statement.
2. Student retention and loyalty based on customer-driven quality.
3. Enhance operational performance through capacity, sustainable and flexibility to serve students
4. Build the strength of the school through knowledge sharing and high expectations from each staff member.
5. Increase VVCP's visibility and contributions to education through partnerships and sharing of best practices.

Reflections: Successes

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

Based on a review of performance on state indicators and local self-assessment tools, Valley View Charter Prep has identified our greatest progress was our continued efforts to progress monitor student below the 31st percentile on NWEA MAP, a-g course alignment, and increased assessment of early literacy.

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.

Based on Dashboard and the review of local performance indicators, Valley View has identified (1.) the continued progress monitoring of academic achievement, (2.) parent engagement, (3.) the refinement of student preparation for college and career readiness and (4.) Early literacy.

After reviewing local performance indicators, 34% of those tested in math scored below grade level and 18% of those tested in Reading scored below grade level.

LCAP Highlights

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

The Valley View LCAP plan is based on the following goals: (1.) the continued progress monitoring of academic achievement, (2.) parent engagement, (3.) student preparation for college and career readiness, and (4.) early literacy.

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.

The LEA is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

The LEA is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

The LEA is not identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

The Director of Valley View Charter Prep (VVCP) has held multiple LCAP meetings with Educational Partners (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership addressed the description of the LCAP process, explained the LCAP template, progress toward meeting annual goals, and discussed future LCAP goals. Annually, Valley View Charter Prep surveys all its Educational Partners (including parents, pupils, teachers, other school personnel, and other school administrators.) Most of the questions in the survey are directly aligned to the 8 Basic State Priorities. Data from the survey and Educational Partners' meetings were reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings were taken into account regarding the school's needs and areas for growth. This information was compiled and the district LCAP was written based on these identified needs. Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

A summary of the feedback provided by specific educational partners.

Utilizing surveys and stakeholder meetings aligned to the Basic 8 State priorities has allowed staff, students and parents the opportunity to directly weigh in on the progress monitoring of this year's LCAP plan and the forming of next year's LCAP goals and plan.

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

As a result of the LCAP survey, Valley View has developed goals that support identified need. This includes a goal to increase stakeholder engagement on the LCAP survey.

Goals and Actions

Goal

Goal #	Description
1	All VVCP students, including those in numerically significant subgroups, will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.

An explanation of why the LEA has developed this goal.

While 79% of those tested in math at the 2020-2021 winter LEA common core-aligned benchmark scored above the 50th percentile or above, we still have 21% of those tested in math score below the 50th percentile and 15% of those tested in Reading score below the 50th percentile.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA common core-aligned assessment	In winter 2021, VVCP 3-11th grade students had 21% of those tested in math score below the 50th percentile and 15% of those tested in Reading score below the 50th percentile.	Valley View Charter Prep adopted a new common core aligned assessment tool. Consequently, assessment outcome data did not compare to the prior year. However, for winter 2022 NWEA, 34% of those tested in math scored below grade level and 18% of those tested in Reading scored below grade level.			All VVCP students, including those in numerically significant subgroups will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increased instructional support	Virtual class offerings, VOLTS class offerings, adoption of Schoology, and Carolina science.	\$146,918.00	No Yes
1.2	Intervention	Common core-aligned intervention	\$24,839.00	Yes
1.3	Writing Initiative	Valley View will support student growth in writing through on-going professional learning and collecting data on student performance.		No 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.

For 2021-2022, Valley View Charter Prep adopted a new common core aligned assessment tool. Consequently, assessment outcome data did not compare to the prior year. However, for winter 2022 NWEA, 34% of those tested in math scored below grade level and 18% of those tested in Reading scored below grade level.

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 no 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.

For the 2021-2022 year, all actions were effectively met through increased instructional support and intervention.

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.

For 2021-2022, Valley View Charter Prep adopted a new common core aligned assessment tool. Consequently, assessment outcome data did not compare to the prior year.

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

Goals and Actions

Goal

Goal #	Description
2	Valley View Charter Prep will expand opportunities for high school students to become college and career ready.

An explanation of why the LEA has developed this goal.

In order to increase post-secondary opportunities, Valley View Charter Prep high school students need increased opportunities for high school counseling services in order to be college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
VVCP will continue outreach efforts to local community colleges/4 year colleges. VVCP will increase students who meet individual a-g course requirements. VVCP will continue to refine CTE offerings.	Roughly 35% of 9-12 grade students were dually enrolled.	Roughly 40% of 9-12 grade students were dually enrolled.			VVCP will have expanded our outreach efforts to local community colleges/4 year colleges. VVCP will have increased students who meet individual A-G course requirements and dual enrollment. VVCP will continued to refine CTE offerings.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	College and career readiness	VVCP will increase student participation in a-g alignment, academic counseling/academic dean, and CTE pathways.	\$135,976.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.2	College readiness	Expand dual enrollment opportunities.		No 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.

For 2021-2022, there were no 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.

There were no 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.

For the 2021-2022 year, actions were effectively met through increased instructional support and academic counseling services.

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.

For 2021-2022, there were no 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.

Goals and Actions

Goal

Goal #	Description
3	All cohort 2nd grade students will improve towards benchmark status as measured end-of-year local measures (such as DIBELS) by 2023.

An explanation of why the LEA has developed this goal.

Early literacy is proven to support improved student achievement and students accessing core curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The use of an end-of-year local measure (such as DIBELS) to identified 2nd grade students in need of interventions.	At the end of 2020-21, 81% of 2nd grade students met benchmark criteria on a decoding measure and 76% of 2nd grade students met benchmark criteria on a measure of oral reading fluency.	At the end of 2021-22, 79% of 2nd grade students met benchmark criteria on a decoding measure and 76% of 2nd grade students met benchmark criteria on a measure of oral reading fluency.			All 2nd grade students will improve towards benchmark status as measured by end-of-year local measures (such as DIBELS) by 2023.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	DIBELS Benchmark assessments and progress monitoring	VVCP will implement benchmark assessment and progress monitoring for grades K-2. Additionally, VVCP will implement locally identified interventions.		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.

For 2021-2022, Valley View Charter Prep adopted a new common core aligned assessment tool. Consequently, assessment outcome data did not compare to the prior year.

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

There were no 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.

For the 2021-2022 year, all actions were effectively met through increased instructional support and intervention.

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.

For 2021-2022, Valley View Charter Prep adopted a new common core aligned assessment tool. Consequently, assessment outcome data did not compare to the prior year.

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

Goals and Actions

Goal

Goal #	Description
4	Valley View will support student growth in writing through on-going professional learning, collecting data on student performance, and providing direct instructional intervention. Due to the removal of writing claims in CAASPP, the decision has been made to address writing initiative within goal 1.

An explanation of why the LEA has developed this goal.

Writing is an area of identified need based on analysis of historical CAASPP results.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local assessment and/or CAASPP results.	Student performance in the writing strand of the ELA assessments has fallen disproportionately below overall ELA CAASPP results.	Due to the removal of writing claims in CAASPP, the decision has been made to address writing initiative within goal 1.			By 2023-2024, students in cohort students will improve writing proficiency as measure by district writing rubrics and/or CAASPP results.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	On-going Professional Learning on Writing Instruction	VVCP teachers will participate in regular collaborative professional learning opportunities in writing focused on evaluation, diagnosis, instruction, and intervention.	\$4,600.00	Yes
4.2	Writing Intensive classes for 4th - 8th grade students	Writing Intensives are classes for students in grades 4-8 who are overwhelmed, lost, or resistant to writing, or who just wish to improve their basic writing skills. The classes will be led by PCI writing coaches	\$4,600.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		and will meet 2 times per week mid-semester to develop essential skills in writing with explicit instruction in the components of writing, modeling of the writing process, and extensive hands-on practice.		
4.3	Baseline and summative writing assessments for Writing Intensive cohort	Cohort students will complete an independent text-based writing task in response to a prompt that will be evaluated by a team of teachers using grade-level Common Core writing rubrics. The baseline assessment will direct targeted instruction to address specific student needs, and the summative assessment will measure qualitative growth in student writing based on elements of style, organization, and conventions. The pre and post writing assessments will provide standards-aligned data to measure student outcomes as well as the efficacy of our writing intervention.		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.

There were substantive differences in planned actions and actual implementation for actions 4.1 and 4.2. However, for action 4.3 assumptive assessment not all cohort students completed a summative assessment.

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 are not 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.

For the 2021-2022 year, all actions were effectively met through on-going professional learning, collecting data on student performance, and providing direct instructional intervention.

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.

Due to the removal of writing claims in CAASPP, the decision has been made to address writing initiative within goal 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.

Goals and Actions

Goal

Goal #	Description
5	Valley View staff will improve efforts to collaboration and communication with all stakeholders.

An explanation of why the LEA has developed this goal.

Valley View has developed this goal to expand community engagement and to increase participation in the annual LCAP survey. In 2020-2021, 97% of VVCP parents who responded to the LCAP survey were "Satisfied" or "very satisfied" with VVCP and Their child's educational experience.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP stakeholder survey	60% of parents are Very Satisfied and 37% indicated they were Satisfied (total 97%) were "Satisfied" or "very satisfied" with VVCP and Their child's educational experience.	59% of parents are Very Satisfied and 37% indicated they were Satisfied (total 96%) were "Satisfied" or "very satisfied" with VVCP and Their child's educational experience.			By 2023-24, Valley View will expand community building, collaboration and communication with stakeholders. Indicators will include stakeholder sign-ups and agendas and stakeholder survey results.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Outreach	Family engagement events, family/school communications, and field trips.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Instructional supports for families	Parent workshops, tech boot camps, virtual and VOLTS classes.		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.

For 2021-2022, Valley View Charter Prep adopted a new common core aligned assessment tool. Consequently, assessment outcome data did not compare to the prior year.

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

There were no 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.

For the 2021-2022 year, all actions were effectively met through Family engagement events, family/school communications, and tech boot camps, virtual and VOLTS classes.

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.

For 2021-2022, Valley View Charter Prep adopted a new common core aligned assessment tool. Consequently, assessment outcome data did not compare to the prior year.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
317733	

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
5.44%	0.00%	\$0.00	5.44%

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.

For goal 1 (actions 1 and 2), the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective in meeting the goal because they target specific academic needs of unduplicated students.

For goal 2 (actions 1 and 2), the needs of foster youth, English learners, and low-income students were considered by increasing student preparation for college and career readiness of unduplicated students. These actions are effective in meeting the goal because they target specific post secondary needs of unduplicated students.

For goal 3 (actions 1), the needs of foster youth, English learners, and low-income students were considered by increasing early literacy of unduplicated students. These actions are effective in meeting the goal because they target specific academic needs of unduplicated students.

For goal 4 (actions 1, 2, and 3), the needs of foster youth, English learners, and low-income students were considered by providing support for writing skills of unduplicated students. These actions are effective in meeting the goal because they target specific academic needs of unduplicated students.

For goal 5 (actions 1 and 2), the needs of foster youth, English learners, and low-income students were considered by increasing parent engagement of unduplicated students. These actions are effective in meeting the goal because they target specific community support of

unduplicated students.

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

Services for foster youth, English learners, and low-income students are being increased or improved by the percentage required through targeted progress monitoring to improve academic achievement of unduplicated students, increasing student preparation for college and career readiness of unduplicated students, increasing early literacy of unduplicated students, by providing support for writing skills of unduplicated students, and increasing parent engagement of unduplicated students.

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.

NA

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$317,733.00	\$9,200.00			\$326,933.00	\$255,046.00	\$71,887.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increased instructional support	All English Learners Foster Youth Low Income	\$146,918.00				\$146,918.00
1	1.2	Intervention	English Learners Foster Youth Low Income	\$24,839.00				\$24,839.00
1	1.3	Writing Initiative	All English Learners Foster Youth Low Income					
2	2.1	College and career readiness	9-12th grade students English Learners Foster Youth Low Income	\$135,976.00				\$135,976.00
2	2.2	College readiness	9-12th grade students All Students with Disabilities English Learners Foster Youth Low Income					
3	3.1	DIBELS Benchmark assessments and progress monitoring	English Learners Foster Youth Low Income					
4	4.1	On-going Professional Learning on Writing Instruction	English Learners Foster Youth Low Income		\$4,600.00			\$4,600.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Writing Intensive classes for 4th - 8th grade students	4-8th grade English Learners Foster Youth Low Income		\$4,600.00			\$4,600.00
4	4.3	Baseline and summative writing assessments for Writing Intensive cohort	English Learners Foster Youth Low Income					
5	5.1	Outreach	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
5	5.2	Instructional supports for families	English Learners Foster Youth Low Income					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5844975	317733	5.44%	0.00%	5.44%	\$317,733.00	0.00%	5.44 %	Total:	\$317,733.00
								LEA-wide Total:	\$317,733.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Increased instructional support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$146,918.00	
1	1.2	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,839.00	
1	1.3	Writing Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools with a focus on 5-6 grade.		
2	2.1	College and career readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12th grade students	\$135,976.00	
2	2.2	College readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9th-12th grade students		
3	3.1	DIBELS Benchmark assessments and progress monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2nd grade students		

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 (%)
4	4.1	On-going Professional Learning on Writing Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Writing Intensive classes for 4th - 8th grade students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.3	Baseline and summative writing assessments for Writing Intensive cohort	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
5	5.1	Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
5	5.2	Instructional supports for families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$281,645.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Increased instructional support	Yes	\$111,870.00	
1	1.2	Intervention	Yes	\$24,839.00	
2	2.1	College readiness	No Yes	\$135,976.00	
2	2.2	Career readiness	No Yes		
3	3.1	DIBELS Benchmark assessments and progress monitoring	Yes		
4	4.1	On-going Professional Learning on Writing Instruction	Yes		
4	4.2	Writing Intensive classes for 4th - 8th grade students	No Yes	4600	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Baseline and summative writing assessments for Writing Intensive cohort	Yes		
5	5.1	Outreach	Yes	\$4,360.00	
5	5.2	Instructional supports for families	Yes		

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$277,045.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increased instructional support	Yes	\$111,870.00			
1	1.2	Intervention	Yes	\$24,839.00			
2	2.1	College readiness	Yes	\$135,976.00			
2	2.2	Career readiness	Yes				
3	3.1	DIBELS Benchmark assessments and progress monitoring	Yes				
4	4.1	On-going Professional Learning on Writing Instruction	Yes				
4	4.2	Writing Intensive classes for 4th - 8th grade students	Yes				
4	4.3	Baseline and summative writing assessments for Writing Intensive cohort	Yes				
5	5.1	Outreach	Yes	\$4,360.00			
5	5.2	Instructional supports for families	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 district-level 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.

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

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Valley View Charter Prep
CDS Code:	39686270129916
LEA Contact Information:	Name: John Mittan Position: Director for Valley View Charter Prep Phone: 209-323-9624
Coming School Year:	2022-23
Current School Year:	2021-22

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

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	\$6162708
LCFF Supplemental & Concentration Grants	\$317733
All Other State Funds	\$137335
All Local Funds	\$377656
All federal funds	\$79678
Total Projected Revenue	\$6,757,377

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	\$6647752
Total Budgeted Expenditures in the LCAP	\$317733
Total Budgeted Expenditures for High Needs Students in the LCAP	\$317733
Expenditures not in the LCAP	\$6,330,019

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$245965
Actual Expenditures for High Needs Students in LCAP	\$245965

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	\$0
2021-22 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley View Charter Prep

CDS Code: 39686270129916

School Year: 2022-23

LEA contact information:

John Mittan

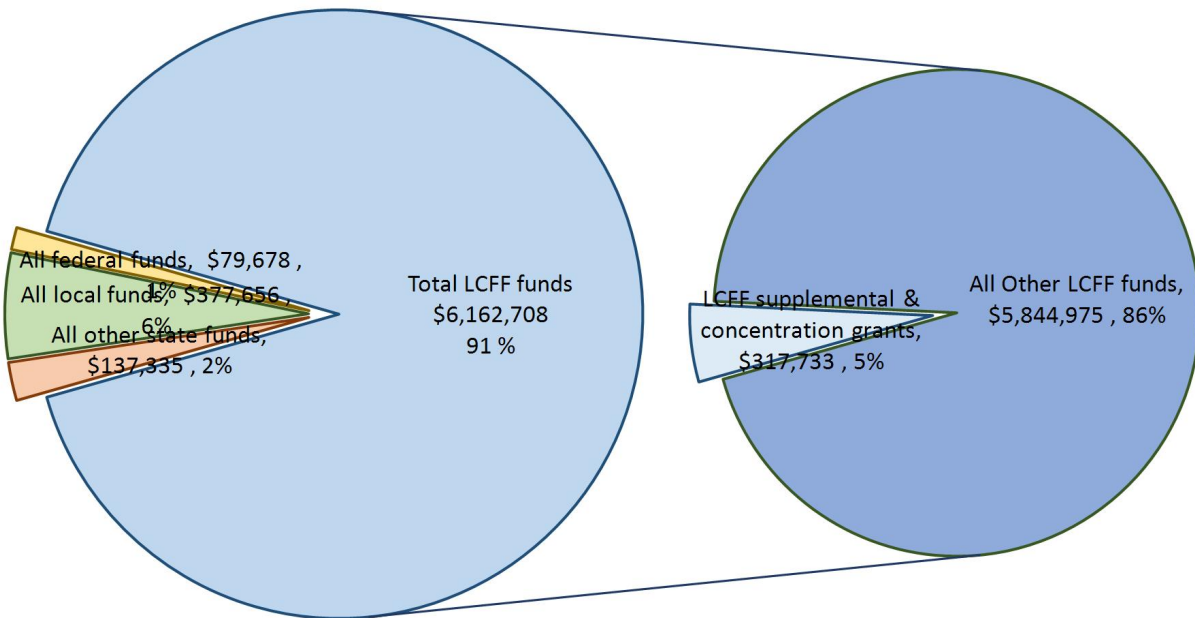
Director for Valley View Charter Prep

209-323-9624

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 School Year

Projected Revenue by Fund Source



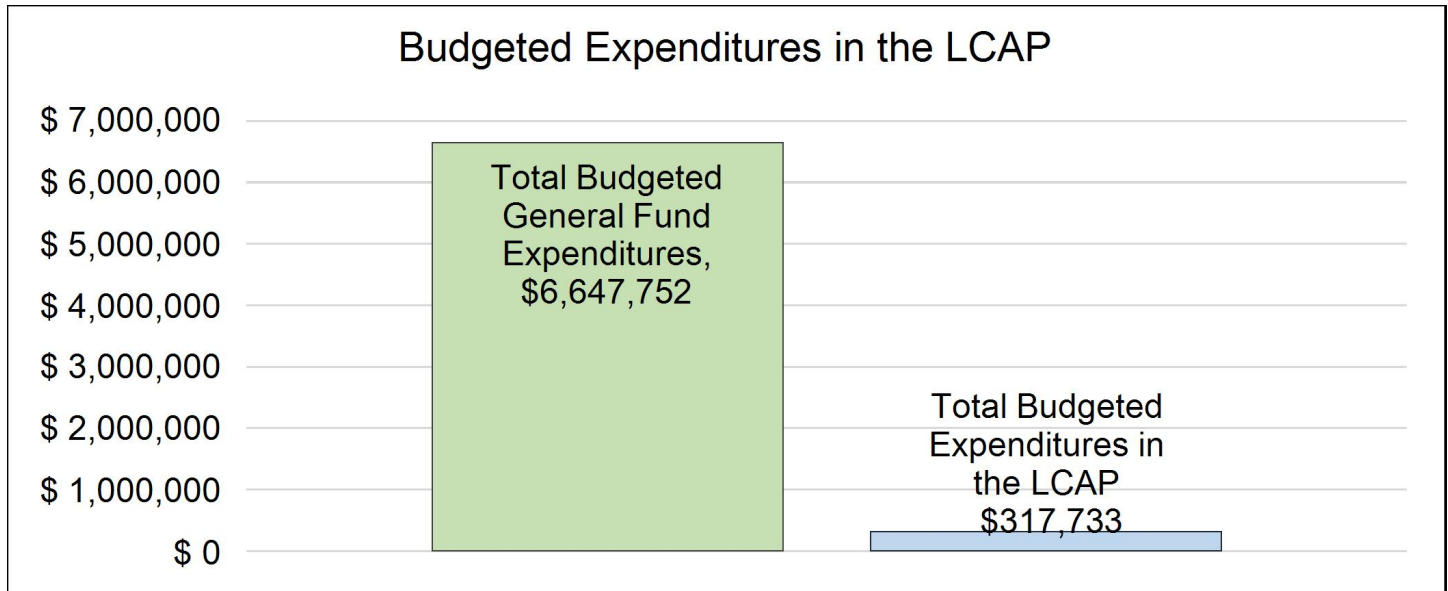
This chart shows the total general purpose revenue Valley View Charter Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley View Charter Prep is \$6,757,377, of which \$6162708 is Local Control Funding Formula (LCFF), \$137335 is other state funds, \$377656 is local funds, and \$79678 is federal funds. Of the \$6162708 in LCFF Funds, \$317733 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Valley View Charter Prep plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

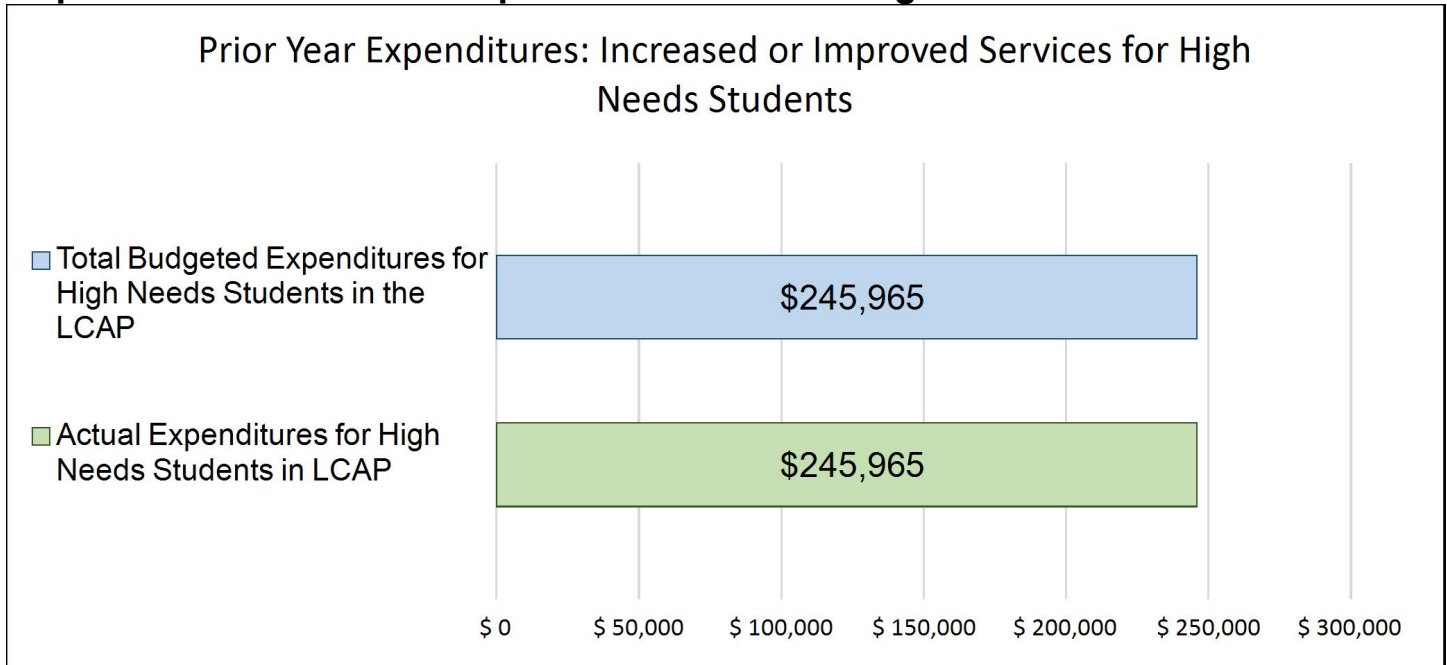
The text description of the above chart is as follows: Valley View Charter Prep plans to spend \$6647752 for the 2022-23 school year. Of that amount, \$317733 is tied to actions/services in the LCAP and \$6,330,019 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2022-23, Valley View Charter Prep is projecting it will receive \$317733 based on the enrollment of foster youth, English learner, and low-income students. Valley View Charter Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Valley View Charter Prep plans to spend \$317733 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Valley View Charter Prep's LCAP budgeted \$245,965 for planned actions to increase or improve services for high needs students. Valley View Charter Prep actually spent \$245,965 for actions to increase or improve services for high needs students in 2021-22.



Valley View

CHARTER PREP

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Valley View Charter Prep	John Mittan Director for Valley View Charter Prep	jmittan@valleyviewcharter.org 209-323-9624

Introduction

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

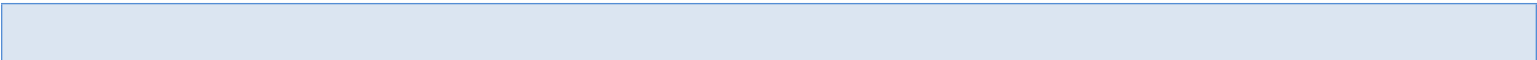
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.					5

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Valley View Charter Prep understands the importance of feedback from educational partners and utilizes this feedback in planning and decision-making. Teachers meet weekly, bimonthly, or monthly with families establishing trusting, respectful relationships beginning on the first day of school. Families are invited and encouraged to attend Parent Fairs events, as well as Park Day. During individual family meetings, teachers engage with parents and students and learn about the family's unique culture, as well as the family's academic and social emotional goals for every child. Notes are kept by each teacher in a log for reference. Rio Valley has an active website and Facebook Page that are used to communicate with families. All families have access to their teacher and school administration via email, text and phone.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on feedback from educational partners VVCP is expanding its use of social media and creating a new website. Both of these actions will allow parents greater access to information regarding school events and meetings and clarify the decision-making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

With the model of education set forth by VVCP, all families are met with face to face in an equal and fair manner. Student computers and internet access are provided to help ensure that all families, even those in underrepresented subgroups are properly engaged.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Valley View Charter Prep teachers and administration work to provide support and partnership for all families in part by using professional development to train teachers to work with parents on all academic programs including, but not limited to: Exact Path, Edmentum, CTE, Reading Eggs, Math Seeds, PLATO, Rosetta Stone and district adopted curriculum. Parents are provided with access to curriculum to use in their homes to support continual improvement of academic growth. All students 3-11 are assessed twice per year through NWEA/MAP, while those in grades K-2 are assessed three times per year through DIBELS. These scores are reviewed and discussed with parents. These conversations are used to align learning goals and progress on previous goals. In this model of independent study, where teachers meet with every family/ student regularly, all stakeholders are actively engaged.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The analysis of educational input and local data guided the LEA in the decision to add a K-2 math assessment during the 22-23 school year to increase parent knowledge of math standards and increase the use of math interventions. In addition, VVCP is piloting a writing assessment in the 22-23 school year, which will give parent teachers more information on their students' writing skills and weaknesses.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

With the model of education set forth by VVCP, all families are met with face to face in an equal and fair manner. Student computers and internet access are provided to help ensure that all families, even those in underrepresented sub-groups are properly engaged.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parents are asked to provide feedback on coursework, field trips, and community opportunities. Families are encouraged to attend parent park days and parent fairs. Meetings are held prior to these events for parents to provide input on policies and procedures. Annually, parents are asked to participate in an annual satisfaction survey. The results from the survey are used to make school wide impact decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on feedback from educational partners VVCP is expanding its use of social media and creating a new website. Both of these actions will allow parents greater access to information regarding school events and meetings and clarify the decision making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

VVCP will improve engagement of underrepresented families by offering daily teacher office hours.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Annually, Valley View Charter Prep surveys all stakeholders. A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities including school climate. An additional survey implements a locally designed social-emotional screener to assess the social-emotional needs of all 7-12th grade students. Data from the surveys and from educational partner meetings are reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, and school climate and course offerings are taken regarding the school's needs and areas for growth. This information is compiled and the district LCAP is written based from these identified needs. The final plan is provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

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

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Valley View Charter Prep tracks progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings and Master Agreements for course selection to analyze the extent to which all students have access to and are enrolled in a broad course of studies. Course enrollment reports developed in the district's student information system PowerSchool identify access and enrollment based upon grade spans, unduplicated student groups, and students with exceptional needs. For the 2021-2022 year, 100% of Valley View

Charter Prep's students had full access to a broad course of study. All VVCP students in grades TK-5 are enrolled in a broad course of study. We offer access and enrollment in the six areas as a broad course of study for grades 1-5. All elementary students have access to visual and performing arts within their Master Agreement. All VVCP middle school students have access to a broad course of study within their Master Agreements. Students in grades 6-8 have access to a comprehensive, student driven, visual and performing arts course selection. For example, students may choose to play an instrument, take voice lessons, or participate in acting classes. Other courses offered include languages, art, dance and music. Students who require additional supports are offered individual tutors, direct online support, and ESL supports to support student academic achievement. High school courses are presented for board approval and all courses are evaluated to ensure students have access to offerings that are approved A to G as well as Career Technical Education (CTE). College Dual Enrollment classes are also offered as an option for students over the age of 16 (per community college guidelines). All core subject matter offered (math, ELA, Science and Social Studies) has an A to G approved option for CSU/UC. Barriers preventing Valley View Charter Prep from maximizing broad course of study offerings to all students. A regular analysis of enrollment in a broad course of studies helps to inform VVCP as it makes decisions on offerings and using the LCAP as a planning and budgetary tool to support Priority 7. In response to the results of our CCI on the California School Dashboard, Valley View Charter Prep plans to increase the amount of courses offered through Community Colleges.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

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

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

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

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

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

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

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

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

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

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

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

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

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

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

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

The UPK Planning Template is organized as follows:

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

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

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

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

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

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

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template Self-Certification

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

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Valley View Charter Prep	John Mittan Director	john.mittan@pacificchart ers.org	

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

No

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

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	9	11	18	20	22	24
CSPP (if applicable)	NA	NA	NA	NA	NA	NA

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	NA	NA	NA	NA	NA	NA
CSPP Classrooms	NA	NA	NA	NA	NA	NA
Head Start or Other Early Learning and Care Classrooms	NA	NA	NA	NA	NA	NA

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	2	2	2	2	2
TK Teacher's Assistants	NA	NA	NA	NA	NA	NA

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	NA	NA	NA	NA	NA	NA
Other CSPP Classroom Staff (if applicable)	NA	NA	NA	NA	NA	NA
Early Education District-level staffing (if applicable)	NA	NA	NA	NA	NA	NA

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26
NA	NA	NA	NA	NA	NA

Table: Projected Number of Slots Available for TK Students

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

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

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

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

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

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

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

As a non-sited based independent study charter school, TK students have full access to our existing educational programs.

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

All TK students will benefit from all programs including academic or educational service, human resources and labor, special education, English learner or multilingual programs, partnerships, assessment and data collection, professional learning, workforce recruitment and preparation support.

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

Persons and departments responsible for key functions for the K-12 population will be responsible to conduct those same duties for TK.

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

School leadership will integrate all decisions through standard decision-making processes used for K-12 students.

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

As a non-sited based independent study charter school, TK students have access to our full educational programs including support programs in the annual LCAP

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

As a non-sited based independent study charter school, TK students have access to our full educational programs including support programs in including students with disabilities.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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

TK offered at all sites

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Both

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

As a non-sited based independent study charter school, TK students have access to our full educational programs. Teachers will continue to work alongside parent educators ensuring every student has the academic and social emotional support they need.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

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

- a. 2022–23 (Birthdays February 3 or after) [select one]

No

- b. 2023–24 (Birthdays April 3 or after) [select one]

No

- c. 2024–25 (Birthdays June 3 or after) [select one]

No

Focus Area B: Community Engagement and Partnerships

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA's UPK Plan prioritize parental needs and choices?
Valley View prioritizes parent needs and choice through LCAP planning, parent surveys, and curriculum choice.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?
As a non-site based school, SPCA does not partner with care partners.
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?
will continue with current student outreach programs.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
Family or parent surveys
Special Education Local Plan Area (SELPA)
LCAP educational partners input sessions
Co-hosting events with community-based organizations (CBOs)
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
Other [describe, open response]

As a non-site based school, there is no requirement to offer nine hours per day of programming.

Focus Area C: Workforce Recruitment and Professional Learning

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

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

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

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

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

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

Human Resources will continue to work with both CTC and CDE to recruit new staff and train existing staff.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

Valley View Charter Prep partners with NJESD, San Joaquin Co Office of Education for professional learning opportunities.

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

Valley View Charter Prep teachers meet in a formal setting three weeks out of each month. Informally, teachers meet daily through in-person and online interactions. Meetings are collaborative with information that the school director receives through leadership and district meetings.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Other [describe, open response]

As an independent study charter school VVCP falls under EC 44865 and therefore as exempt from this credentialing requirement.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Work Sampling System (WSS)

LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Administration and use of child assessments to inform instruction

Support for multilingual learners, including home language development and strategies for a bilingual classroom

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Focus Area D: Curriculum, Instruction, and Assessment

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

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

Valley View Charter Prep will work alongside NJESD, San Joaquin County Office of Education, and Pacific Charter Institute's network of schools to develop select curriculum.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

TK curriculum is offered annually with teachers and parents working together to implement unique academic opportunities for each TK child.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

Valley View Charter Prep will continue with the age appropriate language assessments needed for English language acquisition.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

None

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

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide additional staff to support participation in instruction

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

LEA-based grade level benchmarks and a report card

Focus Area E: LEA Facilities, Services, and Operations

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

For Facilities:

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

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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

N/A - VVCP currently enrolls TK students and as a non-site based independent study charter school we do not have facilities.

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

No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

N/A - as a non-site based independent study charter school we do not have facilities. Enrollment is based on availability of qualified teachers to serve a specific geographic area.

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

N/A - as a non-site based independent study charter school we do not have facilities. Enrollment is based on availability of qualified teachers to serve a specific geographic area.

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

No

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

N/A - as a non-site based independent study charter school, we do not have facilities.

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

No

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

Students are provided with equipment specifically stated in their IEP.

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

No

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

NA

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

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

NA

Technical Assistance Questions

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

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

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

Information on program eligibility requirements to project enrollment across programs

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

Technical assistance on how to integrate UPK and P–3 in the district LCAP

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

Support for parent surveys and engagement activities to understand parent needs and support authentic choice

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

Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

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

Curriculum selection and implementation

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Workshops with external professional development providers

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

Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades

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

Encouraging purposeful play, choice, social interactions, and collaboration

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

Guidance to support strategies that ensure TK students have access to meals and adequate time to eat

Appendix I - Definitions

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

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: **June 9, 2022**

AGENDA ITEM: **#4/5 – PCI 2022-2023 Adopted Budgets- 2021/2022 Actuals for Heritage Peak Charter School; Rio Valley Charter School; Valley View Charter Prep; Sutter Peak Charter Academy**

Background:

Mr. Larry Pastore, Corporate Accountant, will present this item. Per Education Code, all budgets require a public hearing prior to approval.

RECOMMENDED ACTION:

Information only, no action required.

PACIFIC CHARTER INSTITUTE

Adopted Budget

2022-23

1401 El Camino Avenue

Sacramento, CA 95815

866-992-9033

Pacific Charter Institute
Adopted Budget
2022-23

Revenues:

- LCFF revenues have been based on the FCMAT LCFF calculator assuming a 6.56% COLA.
- Title I revenues have been budgeted for Heritage Peak and Rio Valley.
- Lottery revenue is budgeted at \$200 per ADA.
- Special Education revenues are based on 40% of projected expenditures for Heritage Peak. All other schools are based on approximately \$500 per ADA.
- Certain revenues recorded in 2021-22 have been carried forward to 2022-23 in restricted fund balance.

ADA Projections:

	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Heritage Peak	1,080	1,080	1,080
Rio Valley	840	840	840
Valley View	620	620	620
Sutter Peak	616	616	616
New Pacific Roseville	100	187	212
New Pacific #2	0	100	187

Expenditures:

- Salary schedule increases are reflected in the budget for classified staff and administration.
- Salaries that were funded by one-time revenues for certificated staff other than administration have been continued in 2022-23.
- Instructional supplies and services are budgeted at two levels depending on services received. \$2,700 or \$400 per student.
- EPA funds are budgeted to cover teacher salaries.
- Special Education expenditures are budgeted to exceed revenues received. Required contributions for Heritage Peak - \$810,798, for Rio Valley - \$551,777, for Valley View - \$235,997, and for Sutter Peak - \$142,082.
- District Oversight Fee – 1 percent of LCFF Funding.
- Professional Development Fee – 3 percent of LCFF Funding for Sutter Peak.
- Facility Fee – 2 percent of LCFF Funding for Heritage Peak.
- PCI administrative costs of \$4,585,149 have been allocated to the schools based on projected ADA.

- Certain instructional and special education costs incurred by Heritage Peak have been allocated to the schools. Instructional costs of \$1,103,763 have been allocated based on ADA and unduplicated counts. Special education costs of \$1,999,336 have been allocated based on student count.

Fund Balance:

Fund balance is projected to be \$10,417,926 at June 30, 2023. Of this amount, \$1,895,421 is reserved for economic uncertainties, \$2,597 is reserved for restricted programs, and the unappropriated portion of fund balance at June 30, 2023, is projected to be \$8,899,908.

Multi-Year Projection:

The Multi-Year Projection reflects the ADA figures presented above.

LCFF Revenues have been based on the FCMAT LCFF calculator.

Step increases are reflected in the future projections.

STRS and PERS employer contribution rates are budgeted to increase in future years.

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Adopted Budget
2022-23

	Heritage Peak			Rio Valley	Valley View	Sutter Peak	New Pacific School Roseville	Combined
	Admin.	School Operations	Combined					
<u>Revenues:</u>								
LCFF Sources		\$11,640,114	\$11,640,114	\$9,312,796	\$6,162,708	\$6,321,293	\$973,314	\$34,410,225
Federal		1,213,886	1,213,886	1,010,171	79,678	76,809	34,250	2,414,793
State		246,010	246,010	193,267	137,335	136,666	25,083	738,361
Local		540,532	540,532	448,855	377,656	373,218	48,500	1,788,761
Other Financing Sources	\$ (380,000)	0	(380,000)	0	0	0	480,000	100,000
	<u>(380,000)</u>	<u>13,640,542</u>	<u>13,260,542</u>	<u>10,965,089</u>	<u>6,757,377</u>	<u>6,907,986</u>	<u>1,561,146</u>	<u>39,452,140</u>
<u>Expenditures:</u>								
Certificated Salaries	370,053	8,061,819	8,431,872	3,717,625	1,839,002	2,072,655	345,866	16,407,020
Classified Salaries	1,581,634	745,712	2,327,346	410,930	213,274	108,223	284,147	3,343,920
Employee Benefits	902,462	2,861,615	3,764,078	1,413,292	695,335	620,570	270,367	6,763,642
Books & Supplies	85,000	1,314,293	1,399,293	940,777	902,180	1,064,961	242,052	4,549,264
Services	1,646,000	1,748,505	3,394,505	1,618,448	1,216,725	1,109,230	124,400	7,463,308
Capital Outlay	0	0	0	0	0	0	0	0
Other Outgo	0	349,203	349,203	93,128	118,071	252,852	9,733	822,987
Debt Service - Principal	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0
PCI Cost Allocation:							0	
Administrative	(4,585,149)	1,522,275	(3,062,874)	1,183,992	873,899	868,261	136,723	0
Instructional	0	(1,103,763)	(1,103,763)	464,092	293,934	311,638	34,098	0
Special Education	0	(1,999,336)	(1,999,336)	945,632	495,331	450,301	108,072	0
	<u>0</u>	<u>13,500,325</u>	<u>13,500,325</u>	<u>10,787,915</u>	<u>6,647,752</u>	<u>6,858,690</u>	<u>1,555,459</u>	<u>39,350,141</u>
Excess	(380,000)	140,217	(239,783)	177,174	109,625	49,296	5,687	101,999
Fund Balance, Beginning	0	4,673,360	4,673,360	3,155,475	687,145	1,799,947	0	10,315,927
Fund Balance, Ending	<u><u>(\$380,000)</u></u>	<u><u>\$4,813,577</u></u>	<u><u>\$4,433,577</u></u>	<u><u>\$3,332,649</u></u>	<u><u>\$796,769</u></u>	<u><u>\$1,849,243</u></u>	<u><u>\$5,687</u></u>	<u><u>\$10,417,926</u></u>
<u>Components of Ending Fund Balance:</u>								
Designated Amounts:								
Reserve for Economic Uncertainty		\$675,016	\$675,016	\$539,396	\$332,388	\$342,935	\$5,687	\$1,895,421
Restricted		2,597	2,597	0	0	0	0	2,597
Unappropriated	0	4,135,964	4,135,964	2,793,253	464,382	1,506,309	0	8,899,908
	<u><u>(\$380,000)</u></u>	<u><u>\$4,813,577</u></u>	<u><u>\$4,433,577</u></u>	<u><u>\$3,332,649</u></u>	<u><u>\$796,769</u></u>	<u><u>\$1,849,243</u></u>	<u><u>\$5,687</u></u>	<u><u>\$10,417,926</u></u>

2022-23

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Total
Beginning Cash	\$4,318,605	\$5,997,667	\$3,868,085	\$4,089,427	\$2,788,099	\$3,012,590	\$2,581,364	\$1,280,036	\$1,200,948	\$3,612,450	\$3,660,730	\$3,709,010		
Receipts:														
LCFF Sources:														
LCFF	909,266	909,266	1,636,679	1,636,679	1,636,679	1,636,679	1,636,679	2,858,919	2,858,919	2,858,919	2,858,919	2,858,919		24,296,525
EPA	0	0	480,724	0	0	480,724	0	0	1,802,592	0	0	2,935,578	0	5,699,618
In-Lieu Property Taxes	0	206,597	413,193	275,462	275,462	275,462	275,462	275,462	805,660	402,830	402,830	402,830	402,830	4,414,082
Federal	0	0	0	0	0	0	0	0	0	0	0	1,207,396	1,207,396	2,414,793
State	0	0	0	0	82,078	157,800	0	0	157,800	0	0	157,800	182,883	738,361
Local	39,969	39,969	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	989,387	1,788,761
Other Financing Sources	100,000	0	0	0	0	0	0	0	0	0	0	0	0	100,000
	1,049,235	1,155,832	2,602,540	1,984,085	2,066,163	2,622,609	1,984,085	3,206,325	5,696,915	3,333,693	3,333,693	7,634,468	2,782,496	39,452,140
Disbursements:														
Certificated Salaries	1,367,252	1,367,252	1,367,252	1,367,252	1,367,252	1,367,252	1,367,252	1,367,252	1,367,252	1,367,252	1,367,252	1,367,252	0	16,407,020
Classified Salaries	278,660	278,660	278,660	278,660	278,660	278,660	278,660	278,660	278,660	278,660	278,660	278,660	0	3,343,920
Employee Benefits	563,637	563,637	563,637	563,637	563,637	563,637	563,637	563,637	563,637	563,637	563,637	563,637	0	6,763,642
Books, Supplies & Services	1,001,048	1,001,048	1,001,048	1,001,048	1,001,048	1,001,048	1,001,048	1,001,048	1,001,048	1,001,048	1,001,048	1,001,048	0	12,012,572
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	74,817	74,817	74,817	74,817	74,817	74,817	74,817	74,817	74,817	74,817	74,817	0	822,987
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3,210,596	3,285,413	3,285,413	3,285,413	3,285,413	3,285,413	3,285,413	3,285,413	3,285,413	3,285,413	3,285,413	3,285,413	0	39,350,141
Prior-Year Transactions:														
Accounts Receivable	3,840,423	0	904,215	0	1,443,741	231,578	0	0	0	0	0	0	0	6,419,957
Accounts Payable	0	0	0	0	0	0	0	0	0	0	0	0	422,635	422,635
	3,840,423	0	904,215	0	1,443,741	231,578	0	0	0	0	0	0	(422,635)	5,997,322
Net Increase (Decrease)	1,679,062	(2,129,582)	221,342	(1,301,328)	224,491	(431,226)	(1,301,328)	(79,088)	2,411,502	48,280	48,280	4,349,054	2,359,861	
Ending Cash	\$5,997,667	\$3,868,085	\$4,089,427	\$2,788,099	\$3,012,590	\$2,581,364	\$1,280,036	\$1,200,948	\$3,612,450	\$3,660,730	\$3,709,010	\$8,058,064		
Ending Cash plus Accruals														\$10,417,926

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Estimated Actuals
2021-22

	Heritage Peak						
	Admin.	School Operations	Combined	Rio Valley	Valley View	Sutter Peak	Combined
<u>Revenues:</u>							
LCFF Sources		\$10,072,197	\$10,072,197	\$8,037,058	\$5,628,171	\$5,101,546	\$28,838,972
Federal		672,860	672,860	673,345	244,730	230,743	1,821,678
State		465,015	465,015	305,515	209,160	186,287	1,165,977
Local		507,776	507,776	396,439	368,519	322,325	1,595,059
Other Financing Sources		0	0	0	0	0	0
		<u>11,717,848</u>	<u>11,717,848</u>	<u>9,412,357</u>	<u>6,450,580</u>	<u>5,840,901</u>	<u>33,421,686</u>
<u>Expenditures:</u>							
Certificated Salaries	\$ 363,643	7,605,806	7,969,449	2,915,873	1,846,385	1,904,212	14,635,919
Classified Salaries	1,520,898	541,866	2,062,764	277,065	195,140	142,387	2,677,356
Employee Benefits	823,958	2,444,734	3,268,692	1,122,356	655,512	547,040	5,593,601
Books & Supplies	85,000	1,335,881	1,420,881	1,103,790	810,476	913,448	4,248,595
Services	1,676,000	1,461,457	3,137,457	1,445,418	1,197,047	948,189	6,728,110
Capital Outlay	0	0	0	0	0	0	0
Other Outgo	0	302,166	302,166	80,371	113,039	204,062	699,637
Debt Service - Principal	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0
PCI Cost Allocation:				0			0
Administrative	(4,469,499)	1,533,666	(2,935,833)	1,183,507	934,267	818,057	(0)
Instructional	0	(1,447,905)	(1,447,905)	681,239	391,921	374,744	0
Special Education	0	(1,766,647)	(1,766,647)	883,324	462,693	420,630	0
	<u>0</u>	<u>12,011,025</u>	<u>12,011,025</u>	<u>9,692,943</u>	<u>6,606,480</u>	<u>6,272,770</u>	<u>34,583,218</u>
Excess	0	(293,177)	(293,177)	(280,586)	(155,900)	(431,869)	(1,161,532)
Fund Balance, Beginning	0	4,966,535	4,966,535	3,436,061	843,045	2,231,816	11,477,457
Fund Balance, Ending	<u>\$0</u>	<u>\$4,673,358</u>	<u>\$4,673,358</u>	<u>\$3,155,475</u>	<u>\$687,145</u>	<u>\$1,799,947</u>	<u>\$10,315,925</u>
<u>Components of Ending Fund Balance:</u>							
Designated Amounts:							
Reserve for Economic Uncertainty		\$600,551	\$600,551	\$484,647	\$330,324	\$313,638	\$1,729,161
Restricted		237,002	237,002	124,848	74,225	66,821	502,896
Debt Service	0	0	0	0	0	0	0
Unappropriated	0	3,835,805	3,835,805	2,545,980	282,596	1,419,488	8,083,868
	<u>\$0</u>	<u>\$4,673,358</u>	<u>\$4,673,358</u>	<u>\$3,155,475</u>	<u>\$687,145</u>	<u>\$1,799,947</u>	<u>\$10,315,925</u>

**Pacific Charter Institute
Cashflow Worksheet
Actuals Through April 30, 2022
2021-22**

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Total
Beginning Cash	\$4,019,853	\$3,727,266	\$3,055,566	\$7,486,718	\$9,336,926	\$7,079,420	\$7,510,387	\$8,301,513	\$8,362,180	\$8,654,936	\$6,762,657	\$5,781,288		
<u>Receipts:</u>														
LCFF Sources:														
LCFF	0	234,781	1,413,970	1,509,930	422,605	3,014,135	1,718,370	1,747,269	1,850,740	968,899	1,768,209	1,768,209	1,768,209	18,185,325
EPA	0	0	0	1,296,192	0	28,900	587,925	708,269	720,803	22,489	0	1,922,896	1,922,896	7,210,369
In-Lieu Property Taxes	0	127,632	381,194	597,565	0	413,477	352,109	279,567	734,800	108,977	149,319	149,319	149,319	3,443,278
Federal	120,370	0	0	61,525	0	0	123,724	59,442	12,876	0	0	0	1,443,741	1,821,678
State	123	0	17,108	12,846	0	71,495	594,942	53,457	91,200	93,228	0	0	231,578	1,165,977
Local	0	41,000	52,070	74,829	0	147,600	73,800	74,458	66,238	72,614	44,118	44,118	904,215	1,595,059
Other Financing Sources	0	0	0	0	0	0	0	0	0	0			0	0
	<u>120,493</u>	<u>403,413</u>	<u>1,864,342</u>	<u>3,552,887</u>	<u>422,605</u>	<u>3,675,607</u>	<u>3,450,870</u>	<u>2,922,462</u>	<u>3,476,657</u>	<u>1,266,207</u>	<u>1,961,645</u>	<u>3,884,541</u>	<u>6,419,957</u>	<u>33,421,686</u>
<u>Disbursements:</u>														
Certificated Salaries	1,166,086	1,186,362	1,200,212	1,205,530	1,238,528	1,237,472	1,225,725	1,261,416	1,242,587	1,247,417	1,212,292	1,212,292	0	14,635,919
Classified Salaries	215,438	230,778	225,462	229,728	234,236	235,208	233,975	246,518	234,700	239,359	175,977	175,977	0	2,677,356
Employee Benefits	438,064	444,917	447,658	433,152	457,619	459,527	487,127	464,836	462,509	461,759	518,217	518,217	0	5,593,601
Books, Supplies & Services	1,056,134	458,136	570,770	814,500	787,314	1,270,935	750,688	781,938	1,155,477	1,182,298	1,074,258	1,074,258	0	10,976,705
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	51,152	51,580	236,961	2,181	62,455	36,802	107,124	142,522	46,589	(37,729)	0	0	699,637
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<u>2,875,722</u>	<u>2,371,345</u>	<u>2,495,682</u>	<u>2,919,871</u>	<u>2,719,878</u>	<u>3,265,597</u>	<u>2,734,317</u>	<u>2,861,832</u>	<u>3,237,795</u>	<u>3,177,422</u>	<u>2,943,014</u>	<u>2,980,743</u>	<u>0</u>	<u>34,583,218</u>
<u>Prior-Year Transactions:</u>														
Accounts Receivable	2,608,638	1,333,119	5,050,760	1,230,070	387	26,163	74,868	11,993	63,703	(3,590)	0	214,765	0	10,610,876
Accounts Payable	145,996	36,887	(11,732)	12,878	(39,380)	5,206	295	11,956	9,809	(22,526)	0	2,581,246	422,637	3,153,272
	<u>2,462,642</u>	<u>1,296,232</u>	<u>5,062,492</u>	<u>1,217,192</u>	<u>39,767</u>	<u>20,957</u>	<u>74,573</u>	<u>37</u>	<u>53,894</u>	<u>18,936</u>	<u>0</u>	<u>(2,366,481)</u>	<u>(422,637)</u>	<u>7,457,604</u>
Net Increase (Decrease)	(292,587)	(671,700)	4,431,152	1,850,208	(2,257,506)	430,967	791,126	60,667	292,756	(1,892,279)	(981,369)	(1,462,683)	<u>5,997,320</u>	
Ending Cash	<u>\$3,727,266</u>	<u>\$3,055,566</u>	<u>\$7,486,718</u>	<u>\$9,336,926</u>	<u>\$7,079,420</u>	<u>\$7,510,387</u>	<u>\$8,301,513</u>	<u>\$8,362,180</u>	<u>\$8,654,936</u>	<u>\$6,762,657</u>	<u>\$5,781,288</u>	<u>\$4,318,605</u>		
Ending Cash plus Accruals														\$10,315,925

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance

	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>
<u>Revenues:</u>				
LCFF Sources	\$34,410,225	\$38,175,849	\$40,754,354	\$42,543,634
Federal	2,414,793	2,435,148	1,024,959	839,524
State	738,361	785,526	818,090	825,809
Local	1,788,761	1,931,664	2,039,758	2,095,392
Other Financing Sources	100,000	100,000	100,000	0
	<u>39,452,140</u>	<u>43,428,187</u>	<u>44,737,161</u>	<u>46,304,359</u>
<u>Expenditures:</u>				
Certificated Salaries	16,407,020	17,530,688	18,410,516	19,189,662
Classified Salaries	3,343,920	3,818,888	4,016,851	4,174,167
Employee Benefits	6,763,642	8,375,196	9,225,773	9,587,397
Books & Supplies	4,549,264	4,834,928	4,847,549	4,776,341
Services	7,463,308	7,163,481	7,276,455	7,293,997
Capital Outlay	0	0	0	0
Other Outgo	822,987	883,523	925,649	960,235
Debt Service - Principal	0	0	0	0
Debt Service - Interest	0	0	0	0
	<u>39,350,141</u>	<u>42,606,704</u>	<u>44,702,792</u>	<u>45,981,798</u>
Excess	101,999	821,483	34,369	322,561
Fund Balance, Beginning	10,315,927	10,417,926	11,239,409	11,273,778
Fund Balance, Ending	<u>\$10,417,926</u>	<u>\$11,239,409</u>	<u>\$11,273,778</u>	<u>\$11,596,339</u>
<u>Components of Ending Fund Balance:</u>				
Designated Amounts:				
Reserve for Economic Uncertainty	\$1,895,421	\$1,949,043	\$2,162,348	\$2,307,261
Resticted	2,597	2,597	2,597	2,597
Unappropriated	8,899,908	9,287,769	9,108,832	9,286,481
	<u>\$10,417,926</u>	<u>\$11,239,409</u>	<u>\$11,273,778</u>	<u>\$11,596,339</u>

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Adopted Budget
2023-24

	Heritage Peak						New Pacific	New Pacific	
	Admin.	School Operations	Combined	Rio Valley	Valley View	Sutter Peak	School Roseville	School #2	Combined
Revenues:									
LCFF Sources		\$12,265,608	\$12,265,608	\$9,841,846	\$6,491,817	\$6,666,955	\$1,887,758	\$1,021,865	\$38,175,849
Federal		1,213,886	1,213,886	970,171	79,678	76,809	\$86,583	8,021	2,435,148
State		246,010	246,010	193,267	137,335	136,666	\$48,546	23,702	785,526
Local		556,748	556,748	462,321	388,986	384,415	\$90,695	48,500	1,931,664
Other Financing Sources	(\$640,000)	0	(640,000)	0	0	0	\$210,000	530,000	100,000
	(640,000)	14,282,252	13,642,252	11,467,605	7,097,815	7,264,845	2,323,582	1,632,089	43,428,187
Expenditures:									
Certificated Salaries	388,556	8,343,983	8,732,538	3,847,742	1,903,367	2,145,198	555,977	345,866	17,530,688
Classified Salaries	1,660,716	782,998	2,443,713	431,477	223,938	113,634	321,980	284,147	3,818,888
Employee Benefits	799,216	3,559,522	4,358,738	1,668,895	829,649	880,945	369,102	267,867	8,375,196
Books & Supplies	85,000	1,314,293	1,399,293	940,777	902,180	1,064,961	313,273	214,444	4,834,928
Services	1,526,000	1,514,100	3,040,100	1,493,600	1,142,500	1,042,409	216,254	228,618	7,163,481
Capital Outlay	0	0	0	0	0	0	0	0	0
Other Outgo	0	367,968	367,968	98,418	121,362	266,678	18,878	10,219	883,523
Debt Service - Principal	0	0	0	0	0	0			0
Debt Service - Interest	0	0	0	0	0	0			0
PCI Cost Allocation:									0
Administrative	(4,459,487)	1,402,518	(3,056,969)	1,090,847	805,149	799,955	235,052	125,967	(0)
Instructional	0	(1,142,394)	(1,142,394)	407,651	300,886	298,944	87,839	47,074	(0)
Special Education	0	(2,069,312)	(2,069,312)	883,243	462,651	420,592	201,884	100,942	0
	0	14,073,675	14,073,675	10,862,650	6,691,682	7,033,316	2,320,237	1,625,144	42,606,704
Excess	(640,000)	208,577	(431,423)	604,954	406,133	231,529	3,345	6,945	821,483
Fund Balance, Beginning	(380,000)	4,813,577	4,433,577	3,332,649	796,769	1,849,243	5,687	0	10,417,926
Fund Balance, Ending	(\$1,020,000)	\$5,022,154	\$4,002,154	\$3,937,603	\$1,202,903	\$2,080,773	\$9,032	\$6,945	\$11,239,409
Components of Ending Fund Balance:									
Designated Amounts:									
Reserve for Economic Uncertainty		\$703,684	\$703,684	\$543,133	\$334,584	\$351,666	\$9,032	\$6,945	\$1,949,043
Restricted		2,597	2,597	0	0	0	0	0	2,597
Debt Service	(\$1,020,000)	0	(1,020,000)	0	0	0	0	0	(1,020,000)
Unappropriated	0	4,315,874	3,295,874	3,394,470	868,318	1,729,107	0	0	10,307,769
	(\$1,020,000)	\$5,022,154	\$2,982,154	\$3,937,603	\$1,202,903	\$2,080,773	\$9,032	\$6,945	\$11,239,409

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Adopted Budget
2024-25

	Heritage Peak			Rio Valley	Valley View	Sutter Peak	New Pacific School Roseville	New Pacific School #2	Combined
	Admin.	School Operations	Combined						
Revenues:									
LCFF Sources		\$12,719,972	\$12,719,972	\$10,183,432	\$6,728,741	\$6,908,750	\$2,263,199	\$1,950,260	\$40,754,354
Federal		460,794	460,794	222,654	79,678	76,809	98,441	86,583	1,024,959
State		246,010	246,010	193,267	137,335	136,666	56,265	48,546	818,090
Local		573,450	573,450	476,190	400,655	395,947	102,820	90,695	2,039,758
Other Financing Sources	(\$250,000)	0	(250,000)	0	0	0	100,000	250,000	100,000
	<u>(250,000)</u>	<u>14,000,226</u>	<u>13,750,226</u>	<u>11,075,543</u>	<u>7,346,409</u>	<u>7,518,172</u>	<u>2,620,726</u>	<u>2,426,084</u>	<u>44,737,161</u>
Expenditures:									
Certificated Salaries	407,983	8,636,022	9,044,005	3,982,413	1,969,985	2,220,280	637,856	555,977	18,410,516
Classified Salaries	1,727,144	822,147	2,549,292	453,050	235,135	119,316	338,079	321,980	4,016,851
Employee Benefits	875,402	3,877,850	4,753,252	1,818,540	904,099	959,234	416,546	374,102	9,225,773
Books & Supplies	85,000	1,314,293	1,399,293	940,777	902,180	1,064,961	242,065	298,273	4,847,549
Services	1,526,000	1,514,100	3,040,100	1,493,600	1,142,500	1,042,409	225,905	331,941	7,276,455
Capital Outlay	0	0	0	0	0	0	0	0	0
Other Outgo	0	381,599	381,599	101,834	123,731	276,350	22,632	19,503	925,649
Debt Service - Principal	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0
PCI Cost Allocation:									0
Administrative	(4,621,530)	1,408,764	(3,212,766)	1,095,706	808,735	803,518	268,709	236,098	0
Instructional		(1,176,666)	(1,176,666)	401,299	296,197	294,286	98,414	86,470	0
Special Education		(2,131,392)	(2,131,392)	857,456	449,144	408,313	220,489	195,990	0
	<u>0</u>	<u>14,646,718</u>	<u>14,646,718</u>	<u>11,144,675</u>	<u>6,831,706</u>	<u>7,188,666</u>	<u>2,470,693</u>	<u>2,420,333</u>	<u>44,702,792</u>
Excess	(250,000)	(646,491)	(896,491)	(69,132)	514,703	329,506	150,033	5,751	34,369
Fund Balance, Beginning	(1,020,000)	5,022,154	4,002,154	3,937,603	1,202,903	2,080,773	9,032	6,945	11,239,409
Fund Balance, Ending	<u>(\$1,270,000)</u>	<u>\$4,375,663</u>	<u>\$3,105,663</u>	<u>\$3,868,471</u>	<u>\$1,717,605</u>	<u>\$2,410,279</u>	<u>\$159,064</u>	<u>\$12,696</u>	<u>\$11,273,778</u>
Components of Ending Fund Balance:									
Designated Amounts:									
Reserve for Economic Uncertainty		\$732,336	\$732,336	\$557,234	\$341,585	\$359,433	\$159,064	\$12,696	\$2,162,348
Restricted		2,597	2,597	0	0	0	0	0	2,597
Debt Service	(\$1,270,000)	0	(1,270,000)	0	0	0	0	0	(1,270,000)
Unappropriated	0	3,640,730	2,370,730	3,311,237	1,376,020	2,050,845	0	0	10,378,832
	<u>(\$1,270,000)</u>	<u>\$4,375,663</u>	<u>\$1,835,663</u>	<u>\$3,868,471</u>	<u>\$1,717,605</u>	<u>\$2,410,279</u>	<u>\$159,064</u>	<u>\$12,696</u>	<u>\$11,273,778</u>

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Adopted Budget
2025-26

	Heritage Peak			Rio	Valley	Sutter	New Pacific	New Pacific	
	Admin.	School	Combined	Valley	View	Peak	School	School	Combined
		Operations					Roseville	#2	
<u>Revenues:</u>									
LCFF Sources		\$13,179,875	\$13,179,875	\$10,551,621	\$6,972,072	\$7,158,568	\$2,345,135	\$2,336,363	\$42,543,634
Federal		263,501	263,501	222,654	79,678	76,809	98,441	98,441	839,524
State		246,010	246,010	193,267	137,335	136,666	56,265	56,265	825,809
Local		590,654	590,654	490,476	412,675	395,947	102,820	102,820	2,095,392
Other Financing Sources	(\$20,000)	0	(20,000)	0	0	0	0	20,000	0
	<u>(20,000)</u>	<u>14,280,040</u>	<u>14,260,040</u>	<u>11,458,018</u>	<u>7,601,759</u>	<u>7,767,990</u>	<u>2,602,662</u>	<u>2,613,890</u>	<u>46,304,359</u>
<u>Expenditures:</u>									
Certificated Salaries	\$428,383	8,938,283	9,366,665	4,121,797	2,038,934	2,297,990	660,181	704,095	19,189,662
Classified Salaries	1,813,502	863,255	2,676,756	475,703	246,891	125,282	354,982	294,552	4,174,167
Employee Benefits	919,173	4,018,630	4,937,803	1,884,975	937,189	993,541	416,217	417,673	9,587,397
Books & Supplies	85,000	1,314,293	1,399,293	940,777	902,180	1,064,961	242,065	227,065	4,776,341
Services	1,526,000	1,514,100	3,040,100	1,493,600	1,142,500	1,042,409	225,905	349,483	7,293,997
Capital Outlay	0	0	0	0	0	0	0	0	0
Other Outgo	0	395,396	395,396	105,516	126,165	286,343	23,451	23,364	960,235
Debt Service - Principal	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0
PCI Cost Allocation:									0
Administrative	(4,772,057)	1,444,457	(3,327,600)	1,123,466	829,225	823,875	275,517	275,517	0
Instructional		(1,182,378)	(1,182,378)	399,195	294,644	292,743	97,898	97,898	0
Special Education		(2,141,738)	(2,141,738)	851,828	446,195	405,632	219,041	219,041	0
	<u>0</u>	<u>15,164,297</u>	<u>15,164,297</u>	<u>11,396,857</u>	<u>6,963,924</u>	<u>7,332,776</u>	<u>2,515,257</u>	<u>2,608,687</u>	<u>45,981,798</u>
Excess	(20,000)	(884,257)	(904,257)	61,161	637,835	435,214	87,405	5,203	322,561
Fund Balance, Beginning	(1,270,000)	4,375,663	3,105,663	3,868,471	1,717,605	2,410,279	159,064	12,696	11,273,778
Fund Balance, Ending	<u>(\$1,290,000)</u>	<u>\$3,491,406</u>	<u>\$2,201,406</u>	<u>\$3,929,631</u>	<u>\$2,355,440</u>	<u>\$2,845,493</u>	<u>\$246,469</u>	<u>\$17,899</u>	<u>\$11,596,339</u>
<u>Components of Ending Fund Balance:</u>									
Designated Amounts:									
Reserve for Economic Uncertainty		\$758,215	\$758,215	\$569,843	\$348,196	\$366,639	\$246,469	\$17,899	\$2,307,261
Restricted		2,597	2,597	0	0	0	0	0	2,597
Debt Service	(\$1,290,000)	0	(1,290,000)	0	0	0	0	0	(1,290,000)
Unappropriated	0	2,730,594	1,440,594	3,359,788	2,007,244	2,478,854	0	0	10,576,481
	<u>(\$1,290,000)</u>	<u>\$3,491,406</u>	<u>\$911,406</u>	<u>\$3,929,631</u>	<u>\$2,355,440</u>	<u>\$2,845,493</u>	<u>\$246,469</u>	<u>\$17,899</u>	<u>\$11,596,339</u>

2023-24

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Total
Beginning Cash	\$8,058,064	\$6,338,758	\$4,301,146	\$5,946,506	\$5,001,011	\$5,344,991	\$6,165,084	\$5,219,589	\$4,855,996	\$6,613,232	\$6,342,138	\$6,071,044		
Receipts:														
LCFF Sources:														
LCFF	1,214,826	1,214,826	2,186,687	2,186,687	2,186,687	2,186,687	2,186,687	2,768,588	2,768,588	2,768,588	2,768,588	2,768,588		27,206,029
EPA	0	0	1,424,905	0	0	1,424,905	0	0	1,424,905	0	0	1,461,183	0	5,735,896
In-Lieu Property Taxes	0	264,845	529,690	353,127	353,127	353,127	353,127	353,127	891,252	445,626	445,626	445,626	445,626	5,233,924
Federal	0	0	0	0	0	0	0	0	0	0	0	0	2,435,148	2,435,148
State	0	0	0	0	82,078	157,800	0	0	157,800	0	0	157,800	230,048	785,526
Local	39,969	39,969	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	1,132,290	1,931,664
Other Financing Sources	100,000	0	0	0	0	0	0	0	0	0	0	0	0	100,000
	1,354,795	1,519,640	4,213,225	2,611,757	2,693,835	4,194,462	2,611,757	3,193,658	5,314,488	3,286,158	3,286,158	4,905,140	4,243,112	43,428,187
Disbursements:														
Certificated Salaries	1,460,891	1,460,891	1,460,891	1,460,891	1,460,891	1,460,891	1,460,891	1,460,891	1,460,891	1,460,891	1,460,891	1,460,891	0	17,530,688
Classified Salaries	318,241	318,241	318,241	318,241	318,241	318,241	318,241	318,241	318,241	318,241	318,241	318,241	0	3,818,888
Employee Benefits	697,933	697,933	697,933	697,933	697,933	697,933	697,933	697,933	697,933	697,933	697,933	697,933	0	8,375,196
Books, Supplies & Services	999,867	999,867	999,867	999,867	999,867	999,867	999,867	999,867	999,867	999,867	999,867	999,867	0	11,998,408
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	80,320	80,320	80,320	80,320	80,320	80,320	80,320	80,320	80,320	80,320	80,320	0	883,523
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3,476,932	3,557,252	3,557,252	3,557,252	3,557,252	3,557,252	3,557,252	3,557,252	3,557,252	3,557,252	3,557,252	3,557,252	0	42,606,704
Prior-Year Transactions:														
Accounts Receivable	402,830	0	989,387	0	1,207,396	182,883	0	0	0	0	0	0	0	2,782,496
Accounts Payable	0	0	0	0	0	0	0	0	0	0	0	0	422,635	422,635
	402,830	0	989,387	0	1,207,396	182,883	0	0	0	0	0	0	(422,635)	2,359,861
Net Increase (Decrease)	(1,719,307)	(2,037,612)	1,645,360	(945,495)	343,980	820,093	(945,495)	(363,594)	1,757,236	(271,094)	(271,094)	1,347,888	3,820,477	
Ending Cash	\$6,338,758	\$4,301,146	\$5,946,506	\$5,001,011	\$5,344,991	\$6,165,084	\$5,219,589	\$4,855,996	\$6,613,232	\$6,342,138	\$6,071,044	\$7,418,932		
Ending Cash plus Accruals														\$11,239,409

2024-25

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Total
Beginning Cash	\$7,418,932	\$5,716,733	\$3,698,793	\$5,681,369	\$4,888,324	\$6,612,505	\$7,641,282	\$6,848,237	\$6,484,413	\$8,163,289	\$7,815,571	\$7,467,853		
Receipts:														
LCFF Sources:														
LCFF	1,360,301	1,360,301	2,448,543	2,448,543	2,448,543	2,448,543	2,448,543	2,877,763	2,877,763	2,877,763	2,877,763	2,877,763		29,352,132
EPA	0	0	1,433,974	0	0	1,433,974	0	0	1,433,974	0	0	1,455,702	0	5,757,624
In-Lieu Property Taxes	0	314,035	628,071	418,714	418,714	418,714	418,714	418,714	869,641	434,820	434,820	434,820	434,820	5,644,598
Federal	0	0	0	0	0	0	0	0	0	0	0	0	1,024,959	1,024,959
State	0	0	0	0	82,078	157,800	0	0	157,800	0	0	157,800	262,612	818,090
Local	39,969	39,969	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	1,240,384	2,039,758
Other Financing Sources	100,000	0	0	0	0	0	0	0	0	0	0	0	0	100,000
	1,500,270	1,714,306	4,582,531	2,939,200	3,021,278	4,530,974	2,939,200	3,368,421	5,411,122	3,384,527	3,384,527	4,998,029	2,962,775	44,737,161
Disbursements:														
Certificated Salaries	1,534,210	1,534,210	1,534,210	1,534,210	1,534,210	1,534,210	1,534,210	1,534,210	1,534,210	1,534,210	1,534,210	1,534,210	0	18,410,516
Classified Salaries	334,738	334,738	334,738	334,738	334,738	334,738	334,738	334,738	334,738	334,738	334,738	334,738	0	4,016,851
Employee Benefits	768,814	768,814	768,814	768,814	768,814	768,814	768,814	768,814	768,814	768,814	768,814	768,814	0	9,225,773
Books, Supplies & Services	1,010,334	1,010,334	1,010,334	1,010,334	1,010,334	1,010,334	1,010,334	1,010,334	1,010,334	1,010,334	1,010,334	1,010,334	0	12,124,003
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	84,150	84,150	84,150	84,150	84,150	84,150	84,150	84,150	84,150	84,150	84,150	0	925,649
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3,648,095	3,732,245	3,732,245	3,732,245	3,732,245	3,732,245	3,732,245	3,732,245	3,732,245	3,732,245	3,732,245	3,732,245	0	44,702,792
Prior-Year Transactions:														
Accounts Receivable	445,626	0	1,132,290	0	2,435,148	230,048	0	0	0	0	0	0	0	4,243,112
Accounts Payable	0	0	0	0	0	0	0	0	0	0	0	0	422,635	422,635
	445,626	0	1,132,290	0	2,435,148	230,048	0	0	0	0	0	0	(422,635)	3,820,477
Net Increase (Decrease)	(1,702,199)	(2,017,940)	1,982,576	(793,045)	1,724,181	1,028,777	(793,045)	(363,824)	1,678,876	(347,718)	(347,718)	1,265,784	2,540,140	
Ending Cash	\$5,716,733	\$3,698,793	\$5,681,369	\$4,888,324	\$6,612,505	\$7,641,282	\$6,848,237	\$6,484,413	\$8,163,289	\$7,815,571	\$7,467,853	\$8,733,637		
Ending Cash plus Accruals														\$11,273,777

2025-26

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Total
Beginning Cash	\$8,733,637	\$6,924,236	\$4,931,396	\$7,163,082	\$6,489,195	\$6,922,344	\$8,108,274	\$7,434,387	\$7,102,360	\$8,731,257	\$8,355,305	\$7,979,353		
Receipts:														
LCFF Sources:														
LCFF	1,467,607	1,467,607	2,641,692	2,641,692	2,641,692	2,641,692	2,641,692	2,983,552	2,983,552	2,983,552	2,983,552	2,983,552		31,061,435
EPA	0	0	1,439,406	0	0	1,439,406	0	0	1,439,406	0	0	1,444,256	0	5,762,474
In-Lieu Property Taxes	0	338,676	677,352	451,568	451,568	451,568	451,568	451,568	815,286	407,643	407,643	407,643	407,643	5,719,725
Federal	0	0	0	0	0	0	0	0	0	0	0	0	839,524	839,524
State	0	0	0	0	82,078	157,800	0	0	157,800	0	0	157,800	270,331	825,809
Local	39,969	39,969	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	71,944	1,296,018	2,095,392
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1,507,575	1,846,251	4,830,393	3,165,203	3,247,281	4,762,409	3,165,203	3,507,064	5,467,988	3,463,139	3,463,139	5,065,195	2,813,516	46,304,359
Disbursements:														
Certificated Salaries	1,599,138	1,599,138	1,599,138	1,599,138	1,599,138	1,599,138	1,599,138	1,599,138	1,599,138	1,599,138	1,599,138	1,599,138	0	19,189,662
Classified Salaries	347,847	347,847	347,847	347,847	347,847	347,847	347,847	347,847	347,847	347,847	347,847	347,847	0	4,174,167
Employee Benefits	798,950	798,950	798,950	798,950	798,950	798,950	798,950	798,950	798,950	798,950	798,950	798,950	0	9,587,397
Books, Supplies & Services	1,005,861	1,005,861	1,005,861	1,005,861	1,005,861	1,005,861	1,005,861	1,005,861	1,005,861	1,005,861	1,005,861	1,005,861	0	12,070,338
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	87,294	87,294	87,294	87,294	87,294	87,294	87,294	87,294	87,294	87,294	87,294	0	960,235
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3,751,797	3,839,091	3,839,091	3,839,091	3,839,091	3,839,091	3,839,091	3,839,091	3,839,091	3,839,091	3,839,091	3,839,091	0	45,981,798
Prior-Year Transactions:														
Accounts Receivable	434,820	0	1,240,384	0	1,024,959	262,612	0	0	0	0	0	0	0	2,962,775
Accounts Payable	0	0	0	0	0	0	0	0	0	0	0	0	422,635	422,635
	434,820	0	1,240,384	0	1,024,959	262,612	0	0	0	0	0	0	(422,635)	2,540,140
Net Increase (Decrease)	(1,809,401)	(1,992,840)	2,231,686	(673,888)	433,149	1,185,930	(673,888)	(332,027)	1,628,897	(375,952)	(375,952)	1,226,104	2,390,881	
Ending Cash	\$6,924,236	\$4,931,396	\$7,163,082	\$6,489,195	\$6,922,344	\$8,108,274	\$7,434,387	\$7,102,360	\$8,731,257	\$8,355,305	\$7,979,353	\$9,205,457		
Ending Cash plus Accruals														\$11,596,339

Heritage Peak Charter School
Statement of Revenues, Expenditures and Changes in Fund Balance
Adopted Budget
2022-23

	2021-22 Estimated Actuals	2022-23 Adopted Budget
<u>Revenues:</u>		
LCFF Sources	\$10,072,197	\$11,640,114
Federal	672,860	1,213,886
State	465,015	246,010
Local	507,776	540,532
Other Financing Sources	0	0
	<u>11,717,848</u>	<u>13,640,542</u>
<u>Expenditures:</u>		
Certificated Salaries	7,605,806	8,061,819
Classified Salaries	541,866	745,712
Employee Benefits	2,444,734	2,861,615
Books & Supplies	1,335,881	1,314,293
Services	1,461,455	1,748,505
Capital Outlay	0	0
Other Outgo	302,166	349,203
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	1,533,666	1,522,275
Instructional	(1,447,905)	(1,103,763)
Special Education	(1,766,647)	(1,999,336)
	<u>12,011,023</u>	<u>13,500,325</u>
Excess	(293,175)	140,217
Fund Balance, Beginning	4,966,535	4,673,360
Fund Balance, Ending	<u><u>\$4,673,360</u></u>	<u><u>\$4,813,577</u></u>
<u>Components of Ending Fund Balance:</u>		
Designated Amounts:		
Reserve for Economic Uncertainty	\$600,551	\$675,016
Restricted	237,002	2,597
Unappropriated	3,835,807	4,135,964
	<u><u>\$4,673,360</u></u>	<u><u>\$4,813,577</u></u>

**Heritage Peak Charter School
Revenue Detail
Adopted Budget
2022-23**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$6,803,371
EPA	8012	1400	3,056,644
In-Lieu Property Taxes	8096	0000	1,780,099
Total Revenue Limit			<u>11,640,114</u>
<u>Federal:</u>			
Title I Part A	8290	3010	263,501
ESSER II	8290	3212	589,152
ESSER III	8290	3213	218,439
ESSER III	8290	3214	142,794
			<u>1,213,886</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	30,010
Lottery	8560	1100	216,000
Total State Revenue			<u>246,010</u>
<u>Local:</u>			
Special Education	8792	6500	540,532
Total Local Revenue			<u>540,532</u>
<u>Other Financing Sources:</u>			
			<u>0</u>
			<u>\$13,640,542</u>

**Heritage Peak Charter School
Revenue Detail
Estimated Actuals
2021-22**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$4,432,503
EPA	8012	1400	4,044,453
In-Lieu Property Taxes	8096	0000	1,595,241
Total Revenue Limit			<u>10,072,197</u>
<u>Federal:</u>			
Title I Part A	8290	3010	263,501
ESSER II	8290	3216	108,857
ESSER II	8290	3212	82,230
GEER II	8290	3217	24,984
ESSER III	8290	3218	70,962
ESSER III	8290	3219	122,326
			<u>672,860</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	30,010
Lottery	8560	1100	200,600
Educator Effectiveness	8590	6266	234,405
Total State Revenue			<u>465,015</u>
<u>Local:</u>			
Special Education	8792	6500	507,776
Total Local Revenue			<u>507,776</u>
<u>Other Financing Sources:</u>			
			<u>0</u>
			<u>\$11,717,848</u>

Rio Valley Charter School
Statement of Revenues, Expenditures and Changes in Fund Balance
Adopted Budget
2022-23

	2021-22 Estimated Actuals	2022-23 Adopted Budget
<u>Revenues:</u>		
LCFF Sources	\$8,037,058	\$9,312,796
Federal	673,345	1,010,171
State	305,515	193,267
Local	396,439	448,855
	<u>9,412,357</u>	<u>10,965,089</u>
<u>Expenditures:</u>		
Certificated Salaries	2,915,873	3,717,625
Classified Salaries	277,065	410,930
Employee Benefits	1,122,356	1,413,292
Books & Supplies	1,103,790	940,777
Services	1,445,418	1,618,448
Capital Outlay	0	0
Other Outgo	80,371	93,128
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	1,183,507	1,183,992
Instructional	681,239	464,092
Special Education	883,324	945,632
	<u>9,692,943</u>	<u>10,787,915</u>
Excess	(280,586)	177,174
Fund Balance, Beginning	3,436,061	3,155,475
Fund Balance, Ending	<u><u>\$3,155,475</u></u>	<u><u>\$3,332,649</u></u>
<u>Components of Ending Fund Balance:</u>		
Revolving Cash		
Designated Amounts:		
Reserve for Economic Uncertainty (5%)	\$484,647	\$539,396
Restricted	124,848	0
Unappropriated	2,545,980	2,793,253
	<u><u>\$3,155,475</u></u>	<u><u>\$3,332,649</u></u>

**Rio Valley Charter School
Revenue Detail
Adopted Budget
2022-23**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$5,160,148
EPA	8012	1400	2,376,374
In-Lieu Property Taxes	8096	0000	1,776,274
Total Revenue Limit			<u>9,312,796</u>
<u>Federal:</u>			
Title I Part A	8290	3010	222,654
ESSER II	8290	3212	341,660
ESSER III	8290	3213	290,763
ESSER III	8290	3214	155,094
Total Federal Revenue			<u>1,010,171</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	25,267
Lottery	8560	1100	168,000
Total State Revenue			<u>193,267</u>
<u>Local:</u>			
Special Education	8792	6500	448,855
Total Local Revenue			<u>448,855</u>
			<u><u>\$10,965,089</u></u>

**Rio Valley Charter School
Revenue Detail
Estimated Actuals
2021-22**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$3,513,535
EPA	8012	1400	2,938,910
In-Lieu Property Taxes	8096	0000	1,584,613
Total Revenue Limit			<u>8,037,058</u>
<u>Federal:</u>			
Title I Part A	8290	3010	222,654
ESSER II	8290	3216	86,905
ESSER II	8290	3212	189,531
GEER II	8290	3217	19,945
ESSER III	8290	3218	56,652
ESSER III	8290	3219	97,658
Total Federal Revenue			<u>673,345</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	25,267
Lottery	8560	1100	155,400
Educator Effectiveness	8590	6266	124,848
Total State Revenue			<u>305,515</u>
<u>Local:</u>			
Special Education	8792	6500	396,439
Total Local Revenue			<u>396,439</u>
			<u><u>\$9,412,357</u></u>

Valley View Charter Prep
Statement of Revenues, Expenditures and Changes in Fund Balance
Adopted Budget
2022-23

	2021-22 Estimated Actuals	2022-23 Adopted Budget
<u>Revenues:</u>		
LCFF Sources	\$5,628,171	\$6,162,708
Federal	244,730	79,678
State	209,160	137,335
Local	368,519	377,656
	<u>6,450,580</u>	<u>6,757,377</u>
<u>Expenditures:</u>		
Certificated Salaries	1,846,385	1,839,002
Classified Salaries	195,140	213,274
Employee Benefits	655,512	695,335
Books & Supplies	810,476	902,180
Services	1,197,047	1,216,725
Capital Outlay	0	0
Other Outgo	113,039	118,071
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	934,267	873,899
Instructional	391,921	293,934
Special Education	462,693	495,331
	<u>6,606,480</u>	<u>6,647,752</u>
Excess	(155,900)	109,625
Fund Balance, Beginning	843,045	687,145
Fund Balance, Ending	<u>\$687,145</u>	<u>\$796,769</u>
<u>Components of Ending Fund Balance:</u>		
Revolving Cash		
Designated Amounts:		
Reserve for Economic Uncertainty (5%)	\$330,324	\$332,388
Restricted	74,225	0
Unappropriated	282,596	464,382
	<u>\$687,145</u>	<u>\$796,769</u>

**Valley View Charter Prep
Revenue Detail
Adopted Budget
2022-23**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$5,961,803
EPA	8012	1400	124,000
In-Lieu Property Taxes	8096	0000	76,905
Total Revenue Limit			<u>6,162,708</u>
<u>Federal:</u>			
Special Education	8181	3310	79,678
Total Federal Revenue			<u>79,678</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	13,335
Lottery	8560	1100	124,000
Total State Revenue			<u>137,335</u>
<u>Local:</u>			
Special Education	8792	6500	377,656
Total Local Revenue			<u>377,656</u>
			<u><u>\$6,757,377</u></u>

**Valley View Charter Prep
Revenue Detail
Estimated Actuals
2021-22**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$5,432,824
EPA	8012	1400	121,006
In-Lieu Property Taxes	8096	0000	74,341
Total Revenue Limit			<u>5,628,171</u>
<u>Federal:</u>			
Special Education	8181	3310	77,750
ESSER II	8290	3216	55,565
GEER II	8290	3217	12,753
ESSER III	8290	3218	36,222
ESSER III	8290	3219	62,440
Total Federal Revenue			<u>244,730</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	13,335
Lottery	8560	1100	121,600
Educator Effectiveness	8590	6266	74,225
Total State Revenue			<u>209,160</u>
<u>Local:</u>			
Special Education	8792	6500	368,519
Total Local Revenue			<u>368,519</u>
			<u><u>\$6,450,580</u></u>

Sutter Peak Charter Academy
Statement of Revenues, Expenditures and Changes in Fund Balance
Adopted Budget
2022-23

	2021-22 Estimated Actuals	2022-23 Adopted Budget
<u>Revenues:</u>		
LCFF Sources	\$5,101,546	\$6,321,293
Federal	230,743	76,809
State	186,287	136,666
Local	322,325	373,218
	<u>5,840,901</u>	<u>6,907,986</u>
<u>Expenditures:</u>		
Certificated Salaries	1,904,212	2,072,655
Classified Salaries	142,387	108,223
Employee Benefits	547,040	620,570
Books & Supplies	913,448	1,064,961
Services	948,189	1,109,230
Capital Outlay	0	0
Other Outgo	204,062	252,852
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	818,057	868,261
Instructional	374,744	311,638
Special Education	420,630	450,301
	<u>6,272,770</u>	<u>6,858,690</u>
Excess	(431,869)	49,296
Fund Balance, Beginning	2,231,816	1,799,947
Fund Balance, Ending	<u><u>\$1,799,947</u></u>	<u><u>\$1,849,243</u></u>
<u>Components of Ending Fund Balance:</u>		
Designated Amounts:		
Reserve for Economic Uncertainty	\$313,638	\$342,935
Restricted	66,821	0
Unappropriated	1,419,488	1,506,309
	<u><u>\$1,799,947</u></u>	<u><u>\$1,849,243</u></u>

**Sutter Peak Charter Academy
Revenue Detail
Adopted Budget
2022-23**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$5,954,533
EPA	8012	1400	123,200
In-Lieu Property Taxes	8096	0000	243,560
Total Revenue Limit			<u>6,321,293</u>
<u>Federal:</u>			
Special Education	8181	3310	76,809
			<u>76,809</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	13,466
Lottery	8560	1100	123,200
Total State Revenue			<u>136,666</u>
<u>Local:</u>			
Special Education	8792	6500	373,218
Total Local Revenue			<u>373,218</u>
<u>Other Financing Sources:</u>			
			<u>0</u>
			<u>\$6,907,986</u>

**Sutter Peak Charter Academy
Revenue Detail
Estimated Actuals
2021-22**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$4,806,463
EPA	8012	1400	106,000
In-Lieu Property Taxes	8096	0000	189,083
Total Revenue Limit			<u>5,101,546</u>
<u>Federal:</u>			
Special Education	8181	3310	66,335
ESSER II	8290	3216	54,709
GEER II	8290	3217	12,556
ESSER III	8290	3218	35,664
ESSER III	8290	3219	61,479
			<u>230,743</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	13,466
Lottery	8560	1100	106,000
One-Time Per-ADA	8550	0000	0
CSEPDBG	8590	7311	0
Low-Performing Students Block Gra	8590	7510	0
Educator Effectiveness	8590	6266	66,821
Total State Revenue			<u>186,287</u>
<u>Local:</u>			
Special Education	8792	6500	322,325
Total Local Revenue			<u>322,325</u>
<u>Other Financing Sources:</u>			
			<u>0</u>
			<u>\$5,840,901</u>

New Pacific School - Roseville
Statement of Revenues, Expenditures and Changes in Fund Balance
Adopted Budget
2022-23

	2022-23 Adopted Budget
<u>Revenues:</u>	
LCFF Sources	\$973,314
Federal	34,250
State	25,083
Local	48,500
Other Financing Sources	480,000
	<u>1,561,146</u>
<u>Expenditures:</u>	
Certificated Salaries	345,866
Classified Salaries	284,147
Employee Benefits	270,367
Books & Supplies	242,052
Services	124,400
Capital Outlay	0
Other Outgo	9,733
Debt Service - Principal	0
Debt Service - Interest	0
PCI Cost Allocation:	
Administrative	136,723
Instructional	34,098
Special Education	108,072
	<u>1,555,459</u>
Excess	5,687
Fund Balance, Beginning	0
Fund Balance, Ending	<u><u>\$5,687</u></u>
<u>Components of Ending Fund Balance:</u>	
Designated Amounts:	
Reserve for Economic Uncertainty	\$5,687
Restricted	0
Unappropriated	0
	<u><u>\$5,687</u></u>

**New Pacific School - Roseville
Revenue Detail
Adopted Budget
2022-23**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$416,670
EPA	8012	1400	19,400
In-Lieu Property Taxes	8096	0000	537,244
Total Revenue Limit			<u>973,314</u>
<u>Federal:</u>			
Child Nutrition	8181	3310	34,250
			<u>34,250</u>
<u>State:</u>			
Lottery	8560	1100	23,280
Child Nutrition	8550	0000	1,803
Total State Revenue			<u>25,083</u>
<u>Local:</u>			
Special Education	8792	6500	48,500
Total Local Revenue			<u>48,500</u>
<u>Other Financing Sources:</u>			
PCI Loan			380,000
Silicon Grant			100,000
			<u>480,000</u>
			<u>\$1,561,146</u>



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: June 9, 2022

AGENDA ITEM: #5.1 BP 7001 FASB ASC 842 Capitalization Policy

Background:

PCI updates Board Policy (BP) and Administrative Regulations (AR) as advised by legal counsel. Revisions, updates, deletions, and additions are the result of legislation and Case Law and resulting changes to Education Code, Government code and Civil Code. BP 4001 has been reviewed and updated by PCI Administration.

RECOMMENDED ACTION:
Board of Directors adopt BP 7001

Pacific Charter Institute



FASB ASC 842 Capitalization Policy BP 7001

Adopted June 9, 2022

Effective Date: Fiscal Years begin after December 15, 2021

~~GASB 87~~ FASB ASC 842 Lease Capitalization Policy

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~~Effective Date: Fiscal Years Beginning after December 15, 2021~~ Retroactive to July 1, 2021

General Policy

Pacific Charter Institute (PCI) shall not enter into a lease with a duration of more than one year (12 months), nor a lease with an option to extend beyond one year unless such a lease provides PCI with preferred pricing or another significant business advantage.

Leases that are not classified as short-term and whose aggregate payments made or received exceed ~~\$393,501~~ \$394,000 (my recommendation is to round it, but entirely up to you) will be capitalized ("Capitalization Threshold") in compliance with ~~GASB 87~~ FASB ASC 842, except as noted below:

- Leases that transfer ownership and do not contain termination options
- Short-term leases (12 months or less)
- Leases of assets that are investments
- Intangible assets (mineral rights, patents, software, copyrights)
- Biological assets (timber, living plants, living animals)
- Supply contracts
- \$1 Leases or similar, not an exchange/exchange-like transaction

This policy shall be reviewed annually and adjusted as conditions warrant. This policy and future changes to it will be approved by the Executive Director.

The capitalization threshold of ~~\$393,501~~ \$394,000 represents one percent (1%) of PCI's budgeted expenditures.

Definitions

Lease: A contract that conveys control of the right to use another entity's nonfinancial asset (underlying asset) as specified by the contract for a period of time in an exchange or exchange-like transaction.

Short-term lease: A lease that, at the beginning of its term, has a maximum possible term under the contract, including any option to extend, of 12 months or less.

Pacific Charter Institute



Financed purchase: If a contract (1) transfers ownership of the underlying asset to the lessee by the end of the contract and (2) does not contain termination options other than fiscal funding or cancellation clauses, the contract is not a lease and should be reported as a financed purchase.

Finance Lease: ~~A finance lease is a leasing arrangement in which the lessee obtains ownership of the leased asset by the end of the lease term. With the implementation of GASB 87 effective for fiscal years beginning after June 15, 2021, there is no longer an operating vs. capital classification. Instead, all leases will be referred to as financing leases.~~

A lease is classified as a finance lease when the lease meets any of the following criteria:

1. Transfers ownership of the underlying asset
2. Purchase option a lessee is reasonably certain to exercise
3. Lease term is for the major part of the remaining economic life of the underlying asset
4. PV of the lease payments exceeds substantially the FV of the asset
5. Underlying asset is specialized in nature

Operating lease: An operating lease is a noncancelable lease that does not meet any of the criteria for a finance lease

Measurement of a Finance and Operating Lease

As of the commencement date of a lease, the lessee measures the liability and the right-of-use asset associated for with both the finance and the operating the lease in the balance sheet. These measurements are derived as follows:

Lease Liability: The present value of the lease payments, discounted at the discount rate for the lease. This rate is the rate implicit in the lease when that rate is readily determinable. If not, the lessee instead uses its incremental borrowing rate.

Right-of-Use Asset: The initial amount of the lease liability, plus any lease payments made to the lessor before the lease commencement date, plus any initial direct costs incurred, minus any lease incentives received.

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Determining Lease Term

Noncancelable Period
+ Period covered by option to terminate when it is NOT certain to be exercised
+ Period covered by the option to extend when it is reasonably certain to be exercised
= Total Lease Term

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PCI will reassess the lease term if one or more of the following occurs:

- Lessee or lessor elects to exercise an option even though originally determined that the lessee or lessor would not exercise that option.
- Lessee or lessor elects to not exercise an option even though previously determined that the lessee or lessor would exercise that option.
- An event specified in the contract that requires an extension or termination of the lease takes place.

This policy will be reviewed annually and adjusted as conditions warrant, such as changes in net assets, or other required updates by the [GASB/FASB standards](#).



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: June 9, 2022

AGENDA ITEM: #5.2 Revised BP 3001 Homeschool Student Budget Policy

Background:

PCI updates Board Policy (BP) and Administrative Regulations (AR) as advised by legal counsel. Revisions, updates, deletions, and additions are the result of legislation and Case Law and resulting changes to Education Code, Government code and Civil Code. BP 4001 has been reviewed and updated by PCI Administration.

RECOMMENDED ACTION:

Board of Directors approve revised BP 3001



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School
Valley View Charter Prep • Sutter Peak Charter Academy

Homeschool Student Budget Policy

BP 3001

Adopted September 14, 2018

Pacific Charter Institute ("PCI"), which operates Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, and Sutter Peak Charter Academy, allocates each homeschool student a budget that will assist in meeting his or her educational needs. Homeschool student budgets are set amounts of money that will be reimbursed by PCI to the family each year, in accordance with this policy. PCI does not provide cash or checks to families upfront. This budget can be used for curriculum, school supplies in excess of the basic supplies provided by PCI, vendors, field trips and activities that align with the respective charter petition, master agreement and homeschool student goals sheet.

Homeschool student budgets must be used toward reaching homeschool student goals outlined by the teacher and parents as listed on the homeschool student goals sheet and/or master agreement. Below is an example of how homeschool student budgets are used:

Course on homeschool student's Master Agreement	Resource related to the Course	Cost of Resource	Goal
Algebra 2	Tutoring Services by John Doe	\$300	Improve test scores
Art	Lakeshore Art Materials	\$50	Completion of art project

The homeschool student budgets are used for secular, **NON-RELIGIOUS** curriculum and enrichment as outlined on the homeschool student's **Master Agreement and homeschool student goals sheet**. Teachers must physically inspect each item prior to submitting a reimbursement request on behalf of the homeschool student. All PCI guidelines listed herein must be followed.

A. Guidelines & Limitations:

- 1) Homeschool students may not exceed 50% of their total budget in the first semester. All remaining funds must be spent by the second semester deadline. **NOTE:** Homeschool student budgets from the current school year may not be spent on the next school year (no rollover)
- 2) Ink cartridges are limited to a total of ~~\$10050~~ per semester, per homeschool student
- 3) Internet services can be reimbursed up to ~~\$2545~~ a month, per homeschool student
 - a. Invoice must have homeschool student's home address
 - b. Internet services can only be reimbursed from the homeschool student's first day of school to the homeschool student's last day of school.
 - c. Reimbursements may not exceed the cost of internet services.
NOTE: Homeschool students who qualify as low income, foster youth/homeless, or EL may be allotted additional funding for internet services.
- 4) Services of any kind will be reimbursed only AFTER the completion of services (this includes subscriptions & memberships).
 - a. Families **may not** be reimbursed for services provided by another family member or for services provided by a PCI employee

- 5) Registration fees of up to \$100 for one service per semester may be reimbursed
- 6) Software & applications must be pre-approved by the teacher & Principal PRIOR to submission of reimbursement request
- 7) The homeschool student budget may be used toward field trips
 - a. Any homeschool student who signs up for field trips sponsored or arranged by PCI using the homeschool student budget will be charged for the trip and **will not** be refunded in the event the homeschool student does not attend the field trip
 - b. Ticket stubs must be turned in with reimbursement requests for any field trips NOT sponsored or arranged by PCI
- NOTE:** Any expenses for chaperones or field trips that occurred without approval **will not** be reimbursed. Only homeschool student costs are reimbursable.
- 8) High school graduating homeschool students may use their budgets towards purchasing a cap and gown as a keepsake, although PCI will provide rental caps and gowns for homeschool students.
- 9) ACT/SAT testing and up to 3 college applications
- 10) Projects are limited to \$100 per project (e.g. cooking, gardening & animal sciences)

B. Reimbursement Stipulations & Declarations:

- 1) All invoices, receipts, and statements must be typed with the vendor's name, physical address, and contact number, and must reflect method payment (showing that they have been **PAID**)
 - o Tangible items must be itemized (e.g. Target and Walmart receipts)
 - o Services must be listed with date(s) of service, service description, homeschool student's name, amount, and method of payment
 - o Any associated late fees **will not** be reimbursed (**NO EXCEPTIONS**)
- 2) Flash drives are to be used for school purposes only. PCI has the authorization to check the flash drive at any time and it may be confiscated if it is being used for other purposes. **THE FLASH DRIVE IS THE PROPERTY OF PCI.**
- 3) Monthly/annual memberships or subscriptions are reimbursable using a prorated system

Calculation for family memberships:

Membership Cost	Terms	Members included on membership	Cost per member per month	Reimbursable amount per homeschool student for full year (10 months)
\$100	12 months	4 Members	\$2.08	\$20.83

Please note: for family memberships, the total cost of the membership will be divided by the total **allowable** members on the membership. Beginning date of proration is the date the membership/subscription was purchased and the ending date of proration is the last day of school.

- 4) College textbooks are reimbursable and must be returned to the School within 2 weeks of the course being completed.

- 5) Any homeschool student who withdraws from PCI must turn in any reimbursement requests within 1 week from his or her withdrawal from PCI.

C. Exclusions:

The homeschool student budget may not be used in whole or in part for the following:

- 1) Laptops, tablets, monitors, or other electronic devices (e.g. iPods, mp3 players, speakers, cell phones, printers, USB hubs, keyboards, etc.)
 - a. Exception to this exclusion occurs when electronics are issued by the school
- 2) Event Registration/Competition Registration/Testing (for example homeschool student may use his or her budget for dance lessons but not for dance competition entrance fees; homeschool student may use his or her budget for soccer lessons but not for tournament fees; homeschool student may use his or her budget for gymnastics lessons but not to test "up a level")
- 3) Tuition private schools, day care, and pre-school
- 4) Adding classes to a transcript
- 5) Equipment (e.g., basketballs, shoes, uniforms, yoga mats, costumes, knee pads, etc.)
- 6) Musical instruments
- 7) Guns, archery, fencing, woodworking or behind the wheel driver training
- 8) Streaming video services, including, but not limited to, Netflix, Hulu, Amazon Prime
- 9) Families/chaperones for field trips
- 10) Services provided by family members
- 11) Furniture
- 12) Reimbursement for payment made using rewards points or gift cards
- 13) Service providers who have not been cleared by PCI

D. Disclosures:

- 1) PCI takes no responsibility for financial contracts entered into by families
- 2) Families are encouraged to review their homeschool student budget with their teacher monthly
- 3) PCI provides a list of pre-approved vendors to obtain services. Vouchers must be used for any service provided by these pre-approved vendors (list can be found on the PCI website).
- 4) Each PCI school will have Fall and Spring deadlines for reimbursements. It is the responsibility of families to ensure that they meet each of the deadlines to receive reimbursements. **Any receipt that is turned in past the deadlines will not be reimbursed.**
- 5) Any non-consumable items that are reimbursed or purchased using a Purchase Order must be returned within the 2 weeks following the school year or 2 weeks after dis-enrolling.

- 6) Site fees or courses will not be refunded to the homeschool student budget account if the homeschool student drops after the second week of instruction.
- 7) Reimbursement checks can be expected to arrive within 4-6 weeks from the date of submission in Online Purchasing System (OPS).
- 8) Pacific Charter Institute reserves the right to deny any request for reimbursement that does not adhere to this policy



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: June 9, 2022

AGENDA ITEM: #6/1- Pacific Charter Institute Review of Schools

Background: The school directors will give a review of Pacific Charter Institute's schools.

RECOMMENDED ACTION:

Information only, no action required.



Pacific Charter Institute

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BOARD OF DIRECTORS MEETING

DATE: June 9, 2022

AGENDA ITEM: #6/2- ELL Program Development Plan for Pacific Charter Institute

Background:

Ms. Yolanda Villegas, Assistant Director of Academic Services, will present the EL Plan for Pacific Charter Institute.

RECOMMENDED ACTION:

Information only, no action required.



Plan for Emerging Bilingual Learners

Pacific Charter Institute
Personalized Learning Public Charter Schools

2022-2023

Our Diverse Learners 2021-2022

- 203 ELs and 220 RFEP students
- Grades TK-12 across 4 schools
- Students are enrolled in a variety of learning models
- Most common languages spoken include Russian, Ukrainian, Spanish, and Arabic
- Large range of cultural backgrounds and background knowledge represented



Our Commitment to our Learners

- We strive to be asset-oriented and needs-responsive
- We pledge access to rigorous instructional material with scaffolded support as needed
- We commit to culturally relevant teaching that acknowledges, celebrates, and respects the diverse backgrounds of all learners



Our Support Plan 2022-2023

Individualized and Targeted Support

- Data-driven learning plans (MAP, SBAC, ELPAC) to target areas of greatest need
- Small groups and 1:1 targeted instruction with support for writing development, strategies for reading/decoding literary texts, and opportunities for oral language development
- Resources include: Edge/Inside, Lexia, Exact Path, English Learner Toolkit, vocabulary toolkits, ELPAC practice tests, and more

Continuous Goal Monitoring through ELlevation

- Goals set by ELD teacher in collaboration with the teacher of record based on current data (NWEA, MAP, SBAC) and in correlation to the ELD CCSS
- Goals progress monitored and re-assessed through ELlevation Data Management Platform
- Growth acknowledged, celebrated, and self-monitored by learner when appropriate

Educator and Family Support

- Choices for families, including access to 2 dedicated ELD teachers to meet with students 1:1 or in small groups biweekly
- Ongoing professional development for teachers led by EL Program Specialist, as well as access to library of strategies
- Partnership between families, the teacher of record, and the ELD teacher to assess progress on goals and areas of need



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BOARD OF DIRECTORS MEETING

DATE: June 9, 2022

AGENDA ITEM: #7.1 – Closed Session

Background:

The Board will adjourn to closed session regarding the following matters.

1. Public Employee Performance Evaluation (Certificated) - Executive Director (G.C. 54957)
-



Pacific Charter Institute

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BOARD OF DIRECTORS MEETING

DATE: June 9, 2022

AGENDA ITEM: #9/1 – Required Oral Report Regarding Executive Director
Employment Agreement Compensation

Background:

Pursuant to Government Code section 54953 Board President, Dr. Rex Fortune, will provide an oral report regarding the Executive Director's Employment Agreement Compensation prior to taking action in open session to approve the Executive Director's Employment Agreement for the 2022-2023 school year.

RECOMMENDED ACTION:

Information only, no action required.



Pacific Charter Institute

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BOARD OF DIRECTORS MEETING

DATE: June 09, 2022

AGENDA ITEM: #9/2 – Approval of Executive Director Employment Agreement for 2022-2023 School Year

Background:

Pursuant to Government Code section 54956 the contract approval of the Executive Director must be taken at a regular meeting in open session.

RECOMMENDED ACTION:

The Board of Directors approve the Executive Director's Employment Agreement for the 2022-2023 School Year.