

LCFF Budget Overview for Parents

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

CDS Code: 21770650135350

School Year: 2023-24

LEA contact information:

Page Hersey

School Director

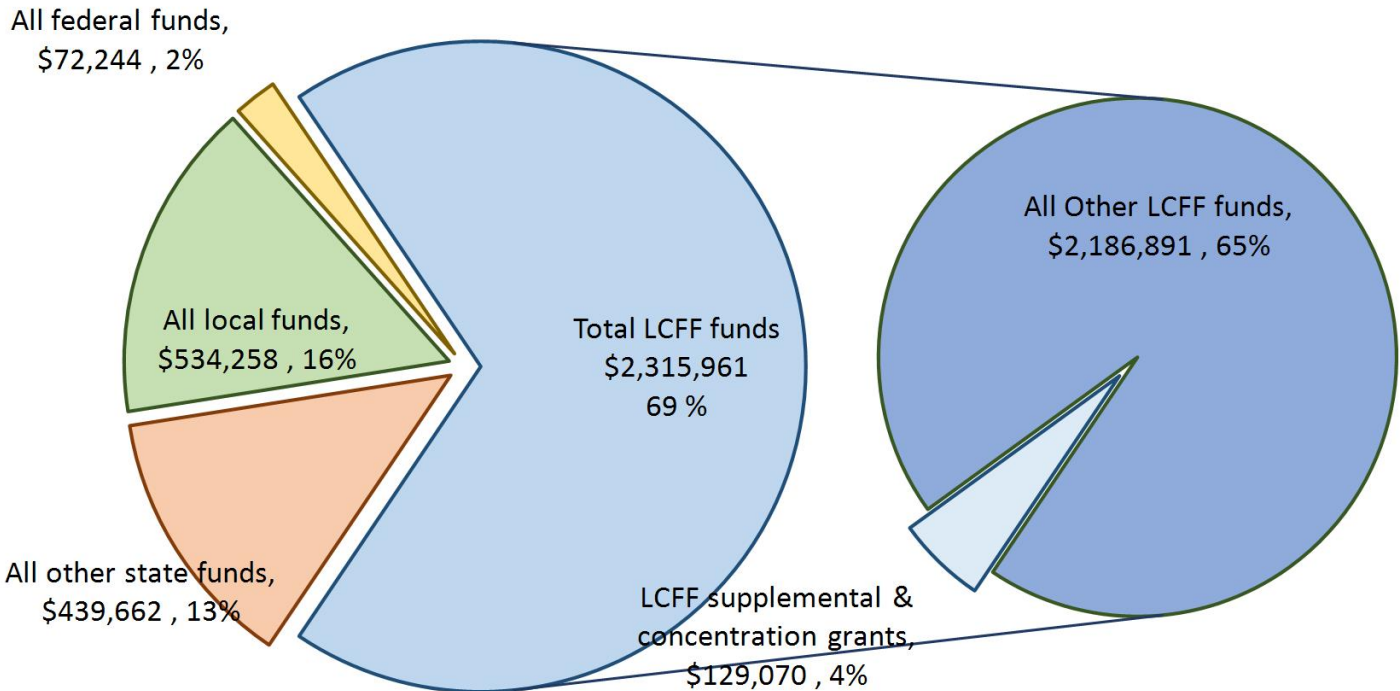
page.hersey@rossvalleycharter.org

415-534-6970

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

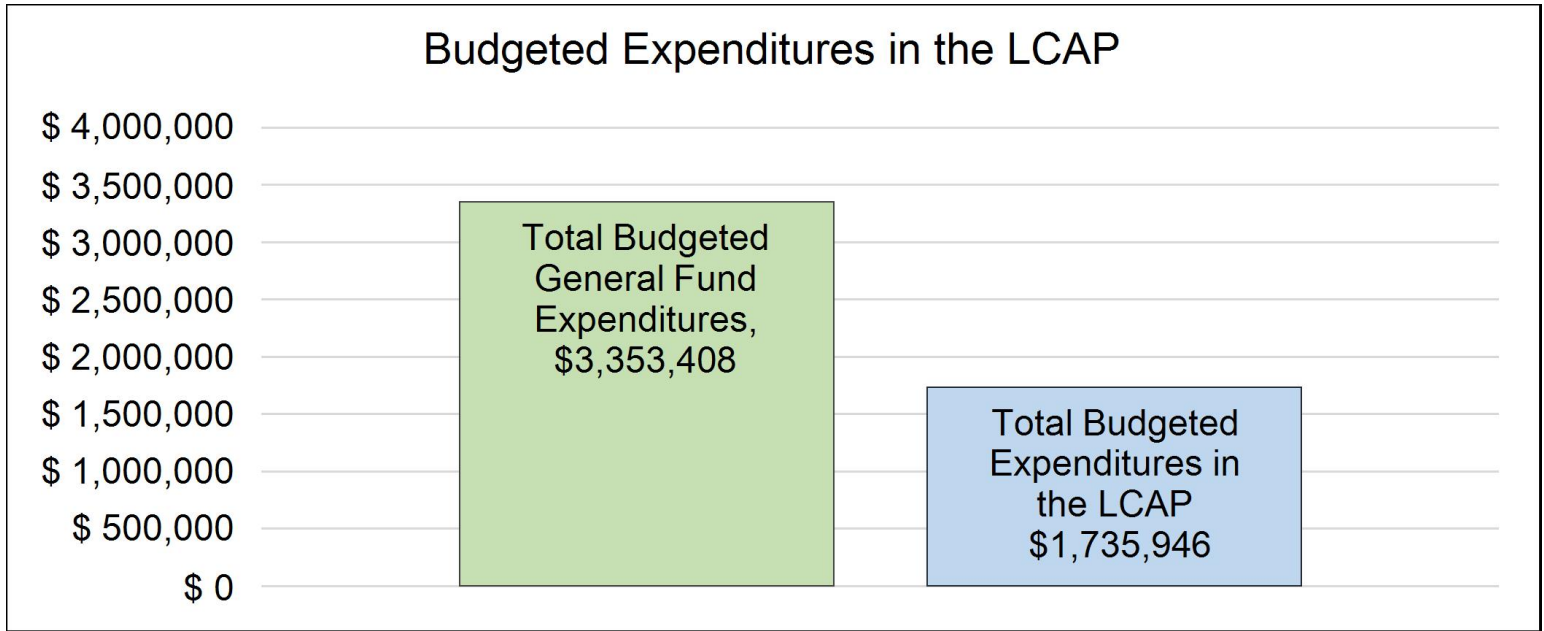


This chart shows the total general purpose revenue Ross Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ross Valley Charter School is \$3,362,125, of which \$2,315,961 is Local Control Funding Formula (LCFF), \$439,662 is other state funds, \$534,258 is local funds, and \$72,244 is federal funds. Of the \$2,315,961 in LCFF Funds, \$129,070 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 Ross Valley Charter School plans to spend for 2023-24. 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: Ross Valley Charter School plans to spend \$3,353,408 for the 2023-24 school year. Of that amount, \$1,735,945.78 is tied to actions/services in the LCAP and \$1,617,462.22 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

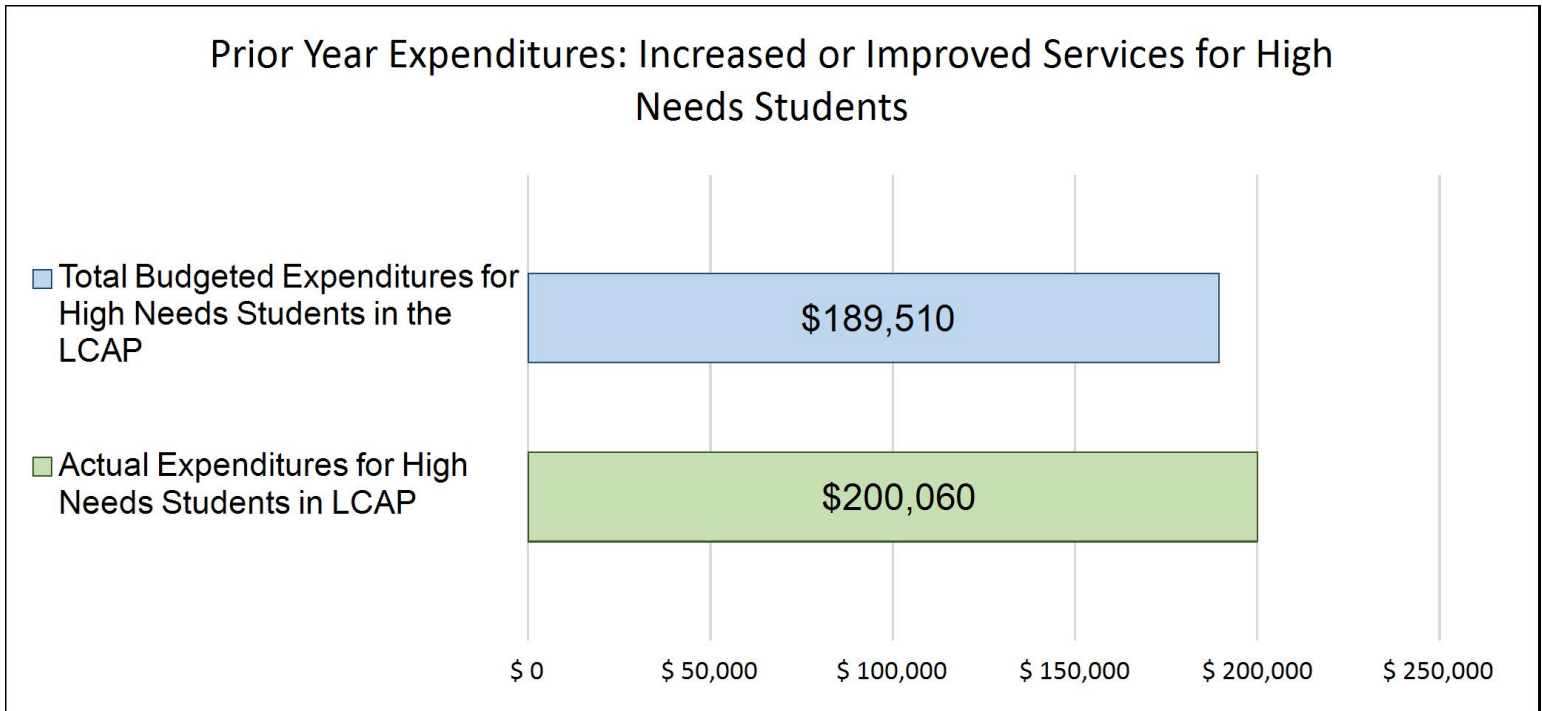
Business office expenses, legal and oversight fees, equipment leases, special education services, food services, rent, maintenance, janitorial.

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

In 2023-24, Ross Valley Charter School is projecting it will receive \$129,070 based on the enrollment of foster youth, English learner, and low-income students. Ross Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Ross Valley Charter School plans to spend \$212,590.25 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 2022-23



This chart compares what Ross 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 Ross 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 2022-23, Ross Valley Charter School's LCAP budgeted \$189,510 for planned actions to increase or improve services for high needs students. Ross Valley Charter School actually spent \$200,060 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ross Valley Charter School	Page Hersey School Director	page.hersey@rossvalleycharte.org 415-534-6970

Plan Summary [2023-24]

General Information

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

Ross Valley Charter continues the 20-year tradition of the Ross Valley School District’s Multi-Age Program (MAP). Two decades ago, a group of parents and the Ross Valley School District created an Alternative Education Program, organized under Ed Code 58500 called the Multi-Age Program (“MAP”). The Program grew and matured over the subsequent years, providing a progressive education alternative to the students of Ross Valley.

In April 2015, the RVSD school board voted to discontinue MAP’s status as an Alternative Education program. Creating a charter school is the best way to ensure that free, multi-age, progressive education remains available to the many Ross Valley families who desire it for their children. Ross Valley Charter was approved by the State Board of Education in January 2016 and renewed for another five years in 2021.

Our Mission:

Ross Valley Charter provides a public school option that leverages a progressive education model emphasizing deep inquiry and exploration, hands-on, immersion-based experiences, and active learning-by- doing approaches to prepare students to collaborate effectively in teams, think critically, seek information to solve problems, and be lifelong learners and culturally competent members of our diverse global community.

Our Core Beliefs:

Students learn best when constructing their own knowledge in a social context that offers rich and challenging content, collaboration with fellow students and parents, and teachers acting as facilitators of this process.

Student voice, choice, and engagement are critical to supporting student agency and knowledge construction.

A thriving and joyful learning community has inclusive decision-making structures that foster teacher and parent engagement, collaboration, and shared ownership of the committed work of graduating students who are critical thinkers and creative problem solvers prepared for the 21st Century.

Foundational Practices:

Multi-age Classes—Two grade levels will be together in one class, allowing teachers and children to enjoy a two-year relationship, and giving students the opportunity to alternate being the younger and older student in their class.

Trans-disciplinary Curriculum—Curriculum will rely heavily on project- and problem-based learning, long-term units of study integrating many curricular areas, going in depth and examining a topic from many angles, and increasing students' engagement and interest.

Deep Learning Through the Gift of Time—Students will be given long blocks of time in which to work on projects. Teachers will have long weekly meetings in which to collaborate, discuss student progress, and engage in professional development.

Educating the Whole Child—The focus will not be just on academic growth, but also physical and social-emotional development.

Connected Community—Students, teachers, staff, and parents will all be considered integral parts of the school community. Teachers will focus on developing a strong community within the classroom as well as within the whole program, and will encourage students to see their role as a member of the larger community as well.

Authentic Assessment—Students' ongoing classwork and projects will be assessed to show academic growth and progress toward Common Core State Standards, which reflect the importance of 21st Century skills such as problem solving, collaboration, and communication.

Collaboration and Collective Responsibility—Students will have many opportunities to work with a partner or small group. Teachers will spend time working together weekly to plan curriculum and events.

Differentiation—With two grade levels in one classroom, teachers will focus on individual learning progress, customizing instruction and guidance to accommodate students' needs.

Cultural Competency—Students will learn about people from different cultures and backgrounds throughout history and contemporary society. Teachers and students will model appreciation for differences and inclusion of all members of the school community.

Choice—Students will have many opportunities to make choices about what they will learn, how they will learn it, what materials they will use, and how they will present their learning.

Service Learning—Each class will do at least one service-learning project per year that the students help to identify, plan, and carry out.

Our Students:

We strive for RVC graduates to embody the following attributes:

Independent and Confident—RVC students will approach situations with confidence and drive. They will be self-motivated and take initiative for their own learning. They will be comfortable taking risks. They will understand themselves as learners. They will learn how to own responsibility for their own learning, develop curiosity about the world, and know how to find information to satisfy their curiosity.

Collaborative Problem Solvers—RVC students will have interpersonal skills enabling them to work productively with a partner or group. They will be perceptive listeners and consider others' ideas. They will integrate multiple perspectives. They will apply what they've learned, and seek new information, in order to solve unfamiliar problems.

Effective Communicators—RVC students will read, write, speak, and listen with confidence and compassion. They will have strong skills to express themselves accurately and clearly. They will know that different situations call for different behaviors and modes of communication.

Creative and Adaptive Thinkers—RVC students will know that there are many ways of approaching a situation. They will explore multiple possibilities and go beyond seeking a single right answer. They will apply what they've learned, look for patterns, exercise their imaginations, and develop innovative solutions. They will have confidence to try something, have it fail, learn from it, then try something different. They will remain curious.

People who Persevere—RVC students will embrace challenges. They will be willing to work through difficult situations and problems. They will recognize the benefits that come from persisting, and will experience satisfaction from working hard and achieving their goals. They will understand that learning is a lifelong pursuit. They will be motivated to be lifelong learners.

Caring Community Members—RVC students will take responsibility for their own behavior. They will be kind and compassionate to others in the concentric circles of their world: themselves, their families, their friends, their classmates, their school, their community, and the world beyond them. They will have a sense of belonging and recognize our interconnectedness.

Solid in Foundational Academic Skills—RVC students will be strong readers and enjoy reading for pleasure and to seek information. They will be able to write well for purposes of conveying information, giving their opinion, and telling a story. They will have excellent math and science skills and will be able to apply them appropriately in novel problem situations

RVC is working to enroll a student population that is somewhat more ethnically and socio-economically diverse than the population in the Ross Valley School District. We believe that students from underserved communities in Ross Valley will particularly benefit from the progressive education approach of RVC. In fact we have more than doubled our target enrollment for English Learners and Free or Reduced Price Meal recipients and serve approximately 33.33% unduplicated pupils. In 2021-22, RVC served 210 diverse TK-5th grade students with 32.9% identified as Socioeconomically Disadvantaged and 15.7% as English Learners (ELs). Additionally, 10% of RVC students qualify for

special education services. 53.8% of RVC students identify as White, 31% as Hispanic or Latino, and 10% as Two or More Races. As part of our commitment to Cultural Competency, we believe it is important to educate our students in a diverse student community.

How We Serve Students

The curriculum in our multi-age classrooms is flexible and open-ended enough to address the wide range of developmental abilities, learning styles, and interests of students while meeting Common Core State Standards. Creativity, adaptability, imagination, and working collaboratively are all be called upon to create songs, skits, poetry, dance, art, games, and other performance-based representations of students' knowledge. Students teach each other on a regular basis, so they need to know their subject matter well.

Teachers collaborate on curriculum and instruction practices to ensure consistency throughout the program.

RVC teachers interact with children based on the understanding that they are active seekers of information and not passive absorbers of knowledge. Teachers expect children to work to construct their own meaning and understanding of information and make connections. The teachers create an environment that supports students in making choices and decisions so that they are actively engaged in their learning. This leads them to be invested and to realize the power and joy of learning, contributing to an interest in lifelong learning.

RVC teachers function as highly motivated guides, facilitators, and coaches. They act more as a "guide on the side" than a "sage on the stage." They support student learning by presenting students with a question, problem, or situation to work on together, puzzle it out, research, make mistakes, and continue trying.

Teachers provide support and resources, ask questions, and encourage dialogue. They also facilitate discussions regarding process and collaborative skills. Teachers encourage students to question and wonder about things, seek information, make connections, and support each other. Teachers are on the lookout for students with a special interest in a topic that they might like to pursue individually, and help to make time available for that pursuit.

The teachers' educational goals include fostering the students' creativity and curiosity, self-reliance, social responsibility, artistic expression, critical thinking, and collaboration skills. The RVC's curriculum, philosophy, and instructional methodology encourage the students to behave responsibly and appropriately in the classroom, at home, and in the community.

The teachers often use Project- Based Learning ("PBL"), a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to a complex question, problem, or challenge.

The differentiated, child-centered approach used at Ross Valley Charter has been designed to ensure that the learning style of each individual student is incorporated into the learning process. RVC's integrated instructional approach, which includes inquiry- based learning, targeted instruction, and social/emotional learning, allows teachers to create a differentiated and personalized learning program based on individual student profiles, including those of special needs populations (English Learners, Gifted, At-Risk of Low Achieving, Low Socioeconomic, and Special Education). To this end, teachers implement individualized instruction based on data-driven assessments. The

underlying belief that all students are capable of thriving academically, socially, and emotionally guide RVC's approach to having a solid platform of support for each learner.

RVC teachers use the CA ELD Standards. These standards are not intended to replace the Common Core State Standards for ELA but instead to amplify the language knowledge, skills, and abilities of those Common Core State Standards that are critical for ELs to simultaneously be successful in school while they are developing English. RVC teachers receive professional development focused on the CA ELD Standards to ensure EL students are receiving the support they need in class.

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, English Learners and Hispanic/Latino students were in the lowest status level for all but one of the state indicators. Both English Learners and Hispanic student subgroups are not numerically significant in the tested grades (3-8), and therefore CA Dashboard indicators are not generated for ELA and Math achievement for these groups. Both English Learner and Hispanic student subgroups had a Very Low Suspension rate on the CA Dashboard. These groups were both identified for additional assistance based on the Very High Chronic Absence rate as indicated by the 2022 CA Dashboard. This plan will address ways to improve our school and student outcomes for English Learners and Hispanic/Latino students in particular, based on a needs assessment and identification of resource inequities. Each goal includes actions and services that address the needs of all students and significant subgroups, which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

Based on our review of the 2022 California School Dashboard, we have identified the following areas of success:

Our student suspension rate remains Very Low (0% overall) and all four of our statistically significant subgroups (English Learners, Hispanic, Socioeconomically Disadvantaged, and White students) all have Very Low suspension rates reported on the Dashboard. We attribute this success to the Mindfulness Based SEL Curriculum and Inclusive Content and Curriculum actions which support students' wellness and ensure they are engaging with inclusivity. Our teachers learned how to implement the Take Five mindfulness-based social emotional curriculum during summer professional development (PD) and have revisited the techniques they learned in Wednesday PD sessions. In those sessions, one teacher shares a recent lesson they led and reflects on the experience. We will continue with these supportive practices next year.

Our academic performance, as measured by student CAASPP results, has been rated as High overall for both ELA and math. Our students performed 35.5 points above standard on the ELA exam and the White student subgroup earned a Very High status level on the CA Dashboard. Our students performed 26.6 points above standard on the math exam. This year we focused PD on math curriculum

implementation to drive continued growth in this area. Specifically, math PD has been focused on supporting EL students access vocabulary in math instruction, as well as asking students to explain their thinking.

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 our review of the 2022 California School Dashboard, we have identified the following areas of need:

We have identified three areas of need in particular: improving our ELA performance for Socioeconomically Disadvantaged students, improving our English Learner Progress and our Chronic Absenteeism rate. Even though our students overall performance was High for the ELA exam, our Socioeconomically Disadvantaged students earned a Low rating. English Learner Progress was also rated as Low with only 48.1% of students making progress towards English language proficiency. To address those two challenges, we partnered with an expert in Universal Design to ensure we were fully utilizing the curriculum, so all students could access the curriculum. Additionally, our team generated accommodations and modifications to maximize student access. We know our school must also focus more time and resources on intervention services to support students who need additional, targeted instruction. We focused our Fall PD on EL learners and teachers use those strategies in the classroom. We also established a strong partnership between our classroom teachers and intervention teachers so our support is more cohesive and intervention groups are more flexible which allows students to phase out of those supports when they're ready. We have also engaged in more professional development with our math curriculum. The San Francisco Unified math curriculum includes EL support, so we've devoted PD time to developing teachers' practice with those curricular pieces. These practices will continue next year.

Our Chronic Absenteeism rate was 29.6% which rated as Very High, and several subgroups of students also had Very High chronic absenteeism rates: English Learners, Hispanic, Socioeconomically Disadvantaged, and White students. Through our School Attendance Review Board, we have identified the challenges many of our families have been facing in ensuring that their children are able to attend school regularly. We've found that our Chronic Absenteeism rate is related, in part, to the families who are attracted to a school like ours. In particular, as a school in Marin County where there are many small districts with strict residency policies, families who have insecure housing face hurdles if they move frequently. As we accept students no matter where they live in California, we attract families with these challenges. We also attract families of students who have a history of attendance issues prior to enrolling at Ross Valley Charter. Lastly, we have also found that we have several families that choose to travel during the school year, thereby missing out on valuable instructional time. Ross Valley Charter does provide independent study for instances where students need to be out for extended periods of time. Through more regular direct communication with the families regarding attendance we have started to see an improvement in absenteeism. We have also found that this requires diligence as an increasing number of our families are facing economic and emotional stress which can impact attendance. We are either providing or connecting families with resources to help them overcome these obstacles.

The school is partnering with the Marin County Office of Education to develop action steps to address chronic absenteeism. Next year the school will put together an attendance committee (Office Manager, two classroom teachers, Outreach Coordinator, Principal, and one

Special Education or Intervention teacher) to partner with MCoE and use Attendance Works (attendanceworks.org, a free resource online with communication suggestions and templates that can be used to help parents understand the importance of attendance).

LCAP Highlights

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

In our initial LCAP we implemented the educational program as envisioned in our charter petition. For our 2021 -24 LCAP we focus on maintaining the successes of our program and continuous improvement towards outcomes for our students. We focus on these critical goals:

1. All students, including all subgroups will have access to rigorous instructional materials aligned to CCSS.
2. Families are an integral part of the RVC community and will participate in the governance and operation of the school, as such parents will view RVC as receptive to their input and involvement.
3. Students will become proficient readers and writers of the English language as well as proficient mathematicians.
4. Students will be engaged in curriculum that is meaningful to them, in a safe and inclusive environment

The selection of these goals ensures that our school is focused on student achievement, equity, parent engagement and outstanding curriculum. Our related actions outline how we will ensure success for our EL students, provide excellent professional development teachers for students, and align our resources to our students' needs.

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.

Ross Valley Charter is a single school LEA that is not eligible 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Ross Valley Charter School believes educational partner engagement is critical to our work. The LCAP is drafted and reviewed in an iterative process starting with an initial draft by the school director, then multiple reviews seeking input by teaching staff, parent body, and the Board. The Community Council serves as the parent advisory council and provides input throughout the year.

The calendar for development and approval are as follows:

Families surveyed April 2023.

Community Council reviews Prior Year LCAP and suggests revisions for 2022-23 on May 5, 2023.

Teaching staff, administrators, and other school personnel review LCAP and suggest revisions for 2023-24 during the May 17, 2023 staff meeting.

Students provides feedback in classroom discussions and on a survey administered in May of 2023.

Board LCAP Final Draft Presentation and Public Hearing

June 1 – Public Hearing

June 8 – Final Board Approval

A summary of the feedback provided by specific educational partners.

Parents

Strengths:

Families feel connected to the Ross Valley Charter community and view the school as a welcoming, high-quality option for their students. On a family survey administered in April 2023, 96% of families agreed or strongly agreed that they knew how to provide input to school leadership and engage the school community, 98% agreed or strongly agreed that diverse perspectives are incorporated in their child's classroom, 98% agreed or strongly agreed that staff have a high level of respect for the students, and 94% agreed or strongly agreed that their child feels a sense of belonging at school. They value the many opportunities to engage with their child's learning through Expos and Parent-Teacher Conferences, and they enthusiastically support and help plan fun community events to bring the Ross Valley Charter community together.

Needs:

Most frequently, families expressed a desire for more consistent behavior policies and consequences, as well as more predictable communication channels. Currently, it is not always clear if or why their child's behavior conflicts with the school's expectations. Additionally, when behavioral expectations aren't met, the school's response varies and the lack of consistency as well as confusion about whether the appropriate teacher(s) and/or administrator(s) are being looped in makes it difficult to follow up with all stakeholders. Families do not receive consistent communication about those behavioral concerns, so they are sometimes left in the dark. What they would like is for the school to communicate clearly what the behavior policy is up front, then follow through consistently when students meet or do not meet that bar. Finally, they would like to be contacted consistently when their child does not meet expectations. In addition to those behavior policy suggestions, families also expressed a desire the school offer more regular and explicit SEL learning opportunities, especially with friendship skills. They would like more opportunities for Spanish-speaking families to be involved and to share their perspectives, and they think additional bilingual staff members would help.

Teachers/Staff/School Administrators

Strengths:

The staff is particularly excited about the power of the collaborative teams that gather frequently to plan engaging lessons and discuss student behavioral and academic concerns. Those teams combine grade-level classroom teachers, intervention specialists, and special education teachers to ensure all learners are being supported and, where necessary, identified as potentially needing additional supports. The staff shared dedicated planning time with their teams has resulted in better alignment across classrooms in how the program is run, and those meetings are purposeful and relevant for their learning. Additionally, they are good for team-building because they are so collaborative in nature. Finally, the staff feels positively that everyone can share input when problem-solving the challenges that pop up at the school.

Needs:

Whereas the school's focus on collaborative teams is a strength, the logistics of making sure they happen consistently is an area of need. The school started the year with regular, frequent opportunities for collaboration, but as the year progressed the consistency fell away. Since those collaborative team structures are so valued on campus, the team would like for them to be made more regular going forward. A second school need is clarifying who is responsible for follow-up with behavioral challenges and parent communication. The current document that is used to track expectations and consequences is useful, but it is not consistently used which makes it difficult to know if students and parents were followed up with or not. Additionally, the student-facing version of that document can be difficult for very young students to understand, so some reworking of the document is necessary to ensure it contains useful information for all students and staff, and the system for using the document needs to be clarified so all stakeholders know who is responsible for following through. Finally, the staff would like to see internal and external communications fine-tuned. Some important internal messages such as which staff members are out sick today could be shared in a central visual hub. When important messages need to be communicated externally, such as the behavioral expectations for different spaces on campus, those could better be communicated through "School Updates" shared verbally with parents at school-wide events and with staff and students through more visual, clear signage on campus.

Students

Strengths:

Students are particularly enthusiastic about the wide variety of fun events and activities the school offers including Spirit Days, field trips, and our cross grade-level Buddies program which pairs younger with older students. They like the PE, art, and music enrichment classes and say

the school's teachers are a strength; many have positive, respectful relationships with the staff. Finally, they say the challenging coursework is a strength and especially like the Inquiry Arcs and concluding Expos where they can showcase all they learned during the inquiry unit.

Needs:

The biggest need students cited aligns with what the families and staff agreed with: the school needs to ensure the rules are applied fairly and consistently. They would like the student-facing Behavior & Consequences document to be revised to make it more easily understood by younger students and they would also like to see more signage placed around campus to share with words and visuals what is expected in different parts of campus. In addition to that primary need, the students would also like to see the bathrooms improved and they want better playground options. Currently, the school's play area is mostly blacktop and they would like the school to construct a grassy area for play.

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

Based on positive feedback from educational partners, none of the actions in the LCAP were revised. The school will respond to parent, teacher/staff, and student feedback around consistency of behavior consequences and collaboration time by adjusting policies and procedures in these areas, but they do not require any changes to the LCAP.

Goals and Actions

Goal

Goal #	Description
1	All students will be taught in alignment with the California Common Core State Standards.

An explanation of why the LEA has developed this goal.

This goal covers State Priorities 1 and 2. This goal is critical to ensure that all our students not only have the best materials but also the highest quality instruction so that they can all have the opportunity to succeed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Materials will be reviewed annually by School Director and teachers to ensure that they are aligned with CCSS.	The newly adopted math program has been evaluated and is aligned. A comprehensive review of all ELA materials has not been conducted for the upcoming school year.	2021-22 K-1 100% 2nd to 3rd grade 60% 4th-5th grade inquiry units do not need the same level of review for supporting development of automaticity and CC foundational skills. Data Source: Local Data	100% reviewed Data Year: 2022-23 Data Source: Local Indicator		100% of materials have been reviewed annually by School Director and teachers to ensure that they are aligned with CCSS. Data Year: 2023-24 Data Source: Local Data
All teachers and school director engaged in professional development in	Not all teachers have received the same high quality professional development in	2021-22 100% Data Source: Local Data	100% Data Year: 2022-23 Data Source: Local Indicator		100% of teachers and school director engaged in professional development in CCSS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS- aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups.	CCSS-aligned best practices.				-aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups. Data Year: 2023-24 Data Source: Local Data
All teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies (such as GLAD)	All original RVC teachers have been trained in GLAD strategies, none of the new RVC teachers have been trained in these strategies	2021-22 All teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies. Data Source: Local Data	100% (not GLAD, but other strategies) Data Year: 2022-23 Data Source: Local Data		100% of teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies (such as GLAD) Data Year: 2023-24 Data Source: Local Data
Teacher assignment - all credentialed	current baseline of teacher one teacher has emergency credential	2021-22 1 math teacher is on emergency credential Data Source: Local Data	100% Data Year: 2020-2021 Data Source: SARC		100% credentialed Data Year: 2023-24 Data Source: Local Data
EL students access to CCSS	100% access	2021-22 100% Data Source: Local Data	100% Data Year: 2022-23 Data Source: Local Data		100% Data Year: 2023-24 Data Source: Local Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Every pupils will have access to standards aligned materials for use at home and at school	baseline - instructional and supplies - 100%	2021-22 100% Data Source: Local Data	100% Data Year: 2022-23 Data Source: SARC		100% access all the time - digital etc... Data Year: 2023-24 Data Source: Local Data
School facilities are in good repair	FIT FCMAT -	2021 FIT 2/15 Deficiencies Noted Data Source: SARC	Made repairs in areas of deficiencies Facility in Good Repair Data Year: 2021-22 Data Source: SARC		maintain clean, well lit, safe, etc.... Data Year: 2023-24 Data Source: Local Data

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CCSS Professional Development	All teachers and school Director engage in professional development in CCSS-aligned best practices in both ELA (English Language Arts) and math curriculum and instruction highlighting needs of all subgroups.	\$85,470.00	No
1.2	CCSS Materials aligned for EL	Provide broad range of high-quality, standards-aligned instructional resources that facilitate English Learner's access to core curriculum and expand their knowledge of the world. Provide curriculum and unit development aligned to both CCSS and ELD (English Language Development) standards	\$0.00	No

Goal Analysis [2022-23]

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

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

All actions were implemented as planned, but we know we have more work to do to improve performance with the English Language Development standards. Some of the successes we are most proud of with this goal include our small PD sessions where teachers share strategies and revisit strategies they learned earlier in the year at our whole-day PD sessions. They support each other by focusing on school-wide priorities like vocabulary development strategies, as well as collaboration between special education teachers and general education teachers to support all learners. The PD sessions have been engaging and have felt successful because of how well the teachers engage in the process and reflect on their practices. One challenge we've noted with our math curriculum is that it requires a lot of reading, so it has become incumbent upon us to ensure students have the foundational reading skills they need to tackle math situational problems. Additionally, the inquiry arc can be challenging for students with IEPs, so the school hired an inclusion behavior specialist midway through the year who helps provide accommodations and supports to ensure students can fully access the inquiry time.

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 material difference in Action 1 Professional Development between budgeted expenditures (\$68,685) and estimated actuals (\$81,359) is due to an increased need for professional development.

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

Our CCSS Professional Development and CCSS Materials Aligned for EL actions were effective as evidenced by several indicators: 100% of teachers and the school director engaged in professional development in CCSS-aligned best practices in ELA and math; 100% of teachers were engaged in professional development designed to develop best practices to improve academic achievement among EL students using high-quality EL strategies; 100% of EL students have access to CCSS and 100% of pupils have access to standards aligned materials.

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 changes being made to this goal, expected outcomes, or metrics to achieve this goal as a result of this analysis.

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	Parents, including parents representative of all subgroups, will be an integral part of the RVC community and will participate in the governance and operation of the school. Parents will view RVC as receptive to their input and involvement.

An explanation of why the LEA has developed this goal.

Parent involvement and the parents' role as co-learners are important components of RVC and provide the backbone for the sense of community in the Charter School. Parents are viewed as critical stakeholders and co-learners (along with teachers and administrators) in the education of the students, and parents are given a voice in RVC policy setting and decision-making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least 7 parents serve on Community Council	3 parents served on the Community Council in the prior year.	2021-22 10 Core members who plan events Source: Local Data	10 core parent members Data Year: 2022-23 Data Source: Local Data		At least 7 parents serve on Community Council
At least two parents will serve on the Governing Board	Three parents served on the governing board	2021-22 2 parents Source: Local Data	2 parents on governing board Data Year: 2022-23 Data Source: Local Data		At least two parents will serve on the Governing Board
At least 95% of School Parent Survey respondents “agree” or “strongly agree”, including parents from	96% of School Parent Survey respondents “agree” or “strongly agree”, including parents from	95% 2021-22 Source: Local Data	96% Data Year: 2022-23 Data Source: Local Data		At least 95% of School Parent Survey respondents “agree” or “strongly agree”, including parents from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
representative sub-groups, that RVC welcomes parents' contributions and actively seeks the input of parents before making important decisions.	representative sub-groups, that RVC welcomes parents' contributions and actively seeks the input of parents before making important decisions.				representative sub-groups, that RVC welcomes parents' contributions and actively seeks the input of parents before making important decisions.
The families of unduplicated students will be engaged and have access to activities.	All in-school events are free for participation, including materials and supplies. The Family Outreach Coordinator ensures that all families understand and are aware of deadlines and required permissions.	All in-school events are free for participation, including materials and supplies. The Family Outreach Coordinator ensures that all families understand and are aware of deadlines and required permissions. 2021-22 Source: Local Data	All events free for participation; family outreach coordinator informed families; translation available when needed; Data Year: 2022-23 Data Source: Local Data		All in-school events are free for participation, including materials and supplies. The Family Outreach Coordinator ensures that all families understand and are aware of deadlines and required permissions. Translation will be available at every event.
Families of students with special needs will be supported and engaged.	All events are accessible to all families. Families are engaged in creating student support plans with teachers and administration. Volunteer-led parent education informs the broader community about special needs	All in-school events are accessible to all students. Families are engaged in creating student support plans with teachers and administration. Childcare was made available for every event after school hours that	All in-school events are accessible to all students. Families are engaged in creating student support plans with teachers and administration. Childcare was made available for every event after school hours that		All in-school events are accessible to all students. Families are engaged in creating student support plans with teachers and administration. Childcare will be made available for every event after school hours.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	issues and considerations.	necessitated childcare. 2021-22 Source: Local Data	necessitated childcare. Data Year: 2022-23 Data source: Local Data		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community Council Recruitment	Holding an open call to families for the Community Council and other volunteer opportunities.	\$9,210.56	No
2.2	Parent Feedback	Soliciting parent/guardian feedback through regular surveys.	\$18,421.12	No
2.3	Reducing Involvement Barriers	The School Director, and designees, will work with families and committees to identify barriers to parent involvement and inclusion; and will implement a plan to overcome these barriers	\$32,196.00	No
2.4	Board Recruitment	The RVC Governing Board will have at least two parent/guardian board members	\$0.00	No

Goal Analysis [2022-23]

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

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

All actions were implemented as planned. Some of the successes we are most proud of include the engagement in our Community Council meetings. We've noticed more voices in those meetings, and parent representatives on the Board are very involved and engaged. A challenge we've noticed with the Community Council meetings is that though engagement overall is high, the diversity of perspectives in

those meetings does not reflect the diversity of our community. It would be nice to increase the diversity along with participation rates, so our Community Council meetings are more reflective of our community population.

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 actuals for this goal.

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

Our Community Council Recruitment, Reducing Involvement Barriers, and Board Recruitment actions were effective because we have 10 core parent members on the Community Council and 2 parents on the Governing Board, all in-school events are free to attend, accessible to all, and our family outreach coordinator has informed families of those events. We have intentionally tried to accommodate families by offering both morning (at dropoff) and evening (via Zoom) meetings to give options to families who can attend one type of meeting or the other depending on their schedule. Our Parent Feedback action was effective because we were able to survey our families to ask what format of Community Council meeting works best for them.

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 changes being made to this goal, expected outcomes, or metrics to achieve this goal as a result of this analysis.

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	Students will become proficient readers and writers of the English language as well as proficient mathematicians.

An explanation of why the LEA has developed this goal.

RVC has a well-developed, content-rich curriculum that is consistent with the expectations in the Common Core State Standards for English Language Arts and Literacy. Our literacy approach serves the needs of all readers, from emerging to fluent, in grades TK-5. Using resource books by experts in comprehensive literacy instruction such as Lucy Calkins (Pathways to the Common Core, 2012 and Units of Study for reading and writing), the Orton Gillingham phonics program, and Donald R. Bear, et.al (Words Their Way, 2011), we educate children with rich, literacy-based instruction. Teaching guided by the expectations of the CCSS ensures that students gain adequate exposure to a range of fiction and nonfiction texts and comprehension tasks. Students advancing through the grades read grade-appropriate and increasingly complex texts, as outlined in the CCSS, and further develop skills and understandings mastered in preceding grades. Their writing also progresses as they go through the grades and they practice several genres of writing each year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% or more of all students, including all subgroups, demonstrate at least one year of growth on the English Language Arts and Math portions of the CAASPP assessment.	84% of students made at least one year of growth in ELA, and 86% made at least one year of growth in math.	2020-21 % Met or Exceeded ELA: 70.7% Hisp: 44.4% White: 77.1% SED: 42.1% EL: 25% Math: 55.6% Hisp: 27.8% White: 63.8% SED: 31.6% EL: 8.3% (Cannot calculate growth this year)	ELA: 67.3% Hispanic: 32.1% White: 81.4% Two or More: 66.7% SWD: 69.2% SED: 47.4% EL: 20.0% Math: 58.3% Hispanic: 21.4% White: 69.0% Two or More: 83.3% SWD: 58.3% SED: 39.5% EL: 5.0%		90% or more of all students, including all subgroups, demonstrate at least one year of growth on the English Language Arts and Math portions of the CAASPP assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: CAASPP Score Reporting	Data Year: 2021-22 Data Source: DataQuest CAASPP Summative		
% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.	58.8% of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.	2020-21 Level 3 or 4: 55.9% Proficient: 8.8% ELPI not calculated for 2021 Data Source: Dataquest	48.1% of English learners made at least one level of growth or maintained at the highest level Data Year: 2021-22 Data Source: CA Dashboard English Learner Progress Indicator		50% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.
EL Reclassification Rate (Added in 2021-22)	2019-20 0% Data Source: Dataquest	2020-21 0% Data Source: Dataquest	2021-22 data release delayed by the CDE		10%
Access to a broad course of study to include students with exceptional needs and unduplicated pupils	100% of students have access and enrollment in the seven areas identified as a broad course of study for grades TK-5. All students have access to specialized visual and performing arts classes within the regular school week	2021-22 100% Data Source: Local	100% Data Year: 2022-23 Data Source: Local Indicator		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as well as incorporated into their inquiry arcs. Grade 5 has access to specialized health classes. Our students with IEPs are supported in all areas in accordance with their individual plans. Students who are struggling or have additional needs are supported through our Intervention & EL teacher and specialized support.				

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Common Core-aligned curriculum and instruction	Teachers will use CCSS, IEP goals, school adopted curriculum materials and develop their own materials to teach ELA and Math	\$952,925.92	No
3.2	EL Intervention	Provide support to English-language learning students from classroom teachers and specialized intervention	\$133,166.96	No
3.3	Progress Monitoring	Monitor student progress in English language reading, writing, speaking and math. This will be done using a combination of SBAC Interim Assessments, and internal assessments.	\$73,313.25	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Comprehensive Intervention	Provide a comprehensive Intervention program for students who require support to reach grade level standards in ELA and Math	\$158,435.00	Yes
3.5	EL Strategies PD	All teachers and school director shall engage in professional development in scaffolding and best practices to improve academic achievement among ELs using specific EL strategies (such as GLAD).	\$73,313.00	No

Goal Analysis [2022-23]

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

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

All actions were implemented as planned. Some successes the school is proud of include the collaboration between classroom and intervention teachers and the way those teachers collect and share data so everyone is aware of the progress being made and when students need to phase in and out of intervention services. The 1st-3rd grade progress monitoring has been a success because teachers are using progress monitoring to engage in discussions about student learning. The Fall PD that was focused on English learners was particularly successful because those strategies are referenced often in our weekly PD sessions and are being implemented in the classroom.

One challenge we are focused on is the academic struggles of our 3rd-5th grade students, in particular, who are still being affected by the pandemic disruption. We are committed to providing additional, targeted instruction and support to those students who are struggling academically. Another challenge this year has been finding PD time for the entire staff to gather and engage; we have offered some whole-day PD this year and offer Wednesday PD from 2:30-4:30pm most weeks.

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 actuals for this goal.

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

Our Common Core-Aligned Curriculum and Instruction, Progress Monitoring, and Comprehensive Intervention actions have been effective as measured by student CAASPP results (67.3% of students met/exceeded ELA standards and 58.3% of students met/exceeded math standards); 100% of our students have access to a broad course of study. Our EL Intervention and EL Strategies PD actions have been

partially successful as evidenced by 48.1% of English Language Learners demonstrating at least one level of growth on the ELPAC in 2021-22, making progress toward English proficiency.

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 changes being made to the goal, metrics, or actions to achieve this goal as a result of this analysis. The desired outcome for English Learner progress has been adjusted to 50% to be aligned with the CDE's medium performance level.

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	Students will be engaged in curriculum that is meaningful to them, in a safe and inclusive environment

An explanation of why the LEA has developed this goal.

Students who in engage in meaningful curriculum in a safe and inclusive environment are much more likely to meet our academic expectations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students identify on a school survey that they engage in curriculum that is meaningful to them.	87% of Students identified on a school survey that they engage in curriculum that is meaningful to them.	2021-22 86% Data Source: Local	87% Data Year: 2022-23 Data Source: Local Data		At least 90% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.
% of Students identify on a school survey that they have strong, safe, and healthy relationships with their peers.	92% of Students will identified on a school survey that they have strong, safe, and healthy relationships with their peers.	2021-22 87% Data Source: Local	87% Data Year: 2022-23 Data Source: Local Data		At least 95% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.
% of Students identify on a school survey that they have strong, safe, and healthy relationships with their teachers.	97% of Students identified on a school survey that they have strong, safe, and healthy relationships with their teachers.	2021-22 94% Data Source: Local	97% Data Year: 2022-23 Data Source: Local Data		At least 95% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates	93.3% attendance averaged over all grades.	2021-22 92.76% Data Source: P-2 Report	92.44% Data Year: 2021-22 Data Source: P-Annual 90.9% Data Year: 2022-23 Data Source: P2		94.5% attendance averaged over all grades.
Chronic Absenteeism rates for all students and all numerically significant subgroups	Chronic absenteeism is in the Yellow range	2020-21 All Students: 7% Hisp: 28% White: 6.3% SED: N /A EL: N/A SWD: 12.8% Data Source: Dataquest	All Students: 29.6% English Learner: 42.5% Socioeconomic Disadvantaged: 44.67% Students with Disabilities: 44.8% Hispanic or Latino: 39.1% Two/More Races: 23.1% White: 25.2% Data Year: 2021-22 Data Source: CA Dashboard Chronic Absenteeism		Chronic absenteeism will be in the Green or Blue range
Pupil Suspension for all students and all numerically significant subgroups	Pupil suspension is in the Yellow range	2020-21 All Students and subgroups: 0% Data Source: Dataquest	0% Data Year: 2021-22 Data Source: CA Dashboard Suspension		Pupil suspension rates will be in the Very Low or Low range

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Expulsion for all students and all numerically significant subgroups	Pupil expulsion is in the Blue range	2020-21 All Students and subgroups: 0% Data Source: Dataquest	0% Data Year: 2021-22 Data Source: DataQuest Expulsion		Pupil expulsion rates will be in the Very Low or Low range

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Inquiry Based Learning	Teachers will continue using the inquiry arc as the primary thematic inquiry tool Practices and will be provided with professional development to promote best practices.	\$67,488.91	No
4.2	Mindfulness based SEL Curriculum	School will continue to develop and implement its mindfulness based social emotional curriculum and provide mental health support to students.	\$67,425.00	No

Goal Analysis [2022-23]

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

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

The actions were mostly implemented as planned with a few small differences including the implementation of the inquiry arcs. Although best practices for planning and executing inquiry lessons in science and social studies classes has been strong, our ELA and math lessons incorporate some of the same techniques but don't use the inquiry arc as a primary practice. Some successes we've enjoyed relate to the mindfulness/self-regulation work that is being used, implemented, and revisited weekly. Students learn skills (assets) to regulate themselves to be in a social setting and to be ready to learn, and those skills are serving them well in our school spaces. Our teachers are also experiencing success implementing the Take Five mindfulness based social emotional curriculum because of their intentional practices of reflecting on those lessons and sharing best practices in our Wednesday PD sessions. A challenge we've encountered is that the two school counselors who share the mental health and wellness workload have completely full schedules, so as the need for additional mental health and wellness services arise, we struggle to accommodate and support those 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.

The material differences between budgeted expenditures and estimated actuals in Action 2 Mindfulness based SEL Curriculum was due to shifting resources to better meet the needs of students by providing additional behavior supports and intervention services.

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

Our Mindfulness Based SEL Curriculum action has been partially effective as evidenced by our 0% suspension rate and 0% expulsion rate. We attribute those successes to our curricular work and supports helping students as they learn to self-regulate. On our student survey data this year, 97% of students agree or strongly agree they have strong, healthy relationships with their peers and teachers which is evidence that our focus on SEL work is leading to strong, supportive relationships throughout the school. We must also acknowledge our historically low (for us) attendance rate of 90.9% and our historically high (for us) chronic absenteeism rate of 29.6%, which is why those supports are deemed to be only partially effective. Our Inquiry Based Learning action has been effective as evidenced by the 87% of students who agree or strongly agree that they are learning about topics and subjects that are important to them. Our focus on Inquiry Arcs and Expos that showcase student work are investing students in learning that is meaningful and important to them.

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 changes being made to this goal, expected outcomes, or metrics to achieve this goal as a result of this analysis.

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	RVC will prioritize efforts to develop cultural competency across our constituent groups: teachers, staff, parents and students. We will provide resources and opportunities that foster diversity, equity and inclusion within our classrooms and as a school community.

An explanation of why the LEA has developed this goal.

Ensuring that all community members have a strong sense of belonging and are included in the continued growth of the school is critical supporting the academic and social-emotional growth of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Diversity and Inclusion Meetings will occur monthly with at least one teacher representative and School Director; and will report to the governing board on school diversity goal progress annually.	Diversity and Inclusion Meetings occur monthly with at least one teacher representative and School Director; and report to the governing board on school diversity goal progress annually.	2021-22 Monthly Data Source: Local	Committee meetings continue, but not monthly meetings Data Year: 2022-23 Data Source: Local Data		Diversity and Inclusion Meetings will occur monthly with at least one teacher representative and School Director; and will report to the governing board on school diversity goal progress annually.
At least one Parent Education event related to cultural competency will be provided each school year.	One Parent Education event related to cultural competency has been provided each school year.	No parent events related to cultural competency in 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local Data		At least one Parent Education event related to cultural competency will be provided each school year.
Each thematic inquiry unit will be assessed	Thematic inquiry unit have not been	2021-22 Assessed	Assessed Data Year: 2022-23		Each thematic inquiry unit will be assessed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to ensure inclusion of multiple resources that represent diverse experiences.	assessed to ensure inclusion of multiple resources that represent diverse experiences.	Data Source: Local	Data Source: Local Data		to ensure inclusion of multiple resources that represent diverse experiences.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Diversity and Inclusion Committee	Staff and Families will be invited to attend regular meetings of the Diversity & Inclusion Committee to discuss topics, raise concerns and create opportunities	\$0.00	No
5.2	Cultural Competency Education	Provide parent education and staff education on cultural competency	\$0.00	No
5.3	Inclusive Content and Curriculum	Staff and teachers will be supported to use inclusive teaching materials, methods, and language	\$64,580.06	No

Goal Analysis [2022-23]

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

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

The actions were partially implemented as planned. The Diversity and Inclusion Committee still exists and is active, but participation has dropped off the last couple years after an extremely active period during the pandemic when families were home and on Zoom. The Cultural Competency Education action was not implemented because there hasn't been a lot of bandwidth nor interest in parent education, but the school knows this is important and will return to it. Some successes related to this goal include many community members feeling safe and welcomed enough to come speak to the students about different inclusivity topics (Black history curricular materials, migration, puberty curriculum, etc.) and to share their perspectives in classrooms. The school intentionally engages with families and asks to include them in those discussions. An additional success centers on the school's inclusion of students with disabilities and neurodiversity. An inclusion behavior specialist has helped support those students and created a more inclusive, welcoming environment.

The biggest challenge the school faces with regard to this goal is the low participation in the Diversity & Inclusion Committee, so the school wants to try to engage families to join, share their perspectives, and build the committee back to a powerful collaborative force on campus.

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 material difference in Action 3 Inclusive Content and Curriculum between budgeted expenditures (\$73,234) and estimated actuals (\$55,327) is due to shifting resources to provide professional development to teachers in other areas this year.

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

The Diversity and Inclusion Committee, Cultural Competency Education, and Inclusive Content and Curriculum actions were partially effective as evidenced by the hosting of a Parent Education event related to cultural competency and the inclusion of multiple resources that represent diverse experiences in our curricular units. Diversity and Inclusion Meetings continue to be held, and parents can use those meetings to discuss topics and raise concerns. Staff create opportunities to engage with students on inclusivity topics and partner with parents who want to address inclusivity topics they care about, as well. For those actions to be even more effective, we would like to see greater participation at our committee meetings and greater collaboration with community partners to share their perspectives and experiences.

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 changes being made to this goal, expected outcomes, or metrics to achieve this goal as a result of this analysis.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$129,070	0

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
5.90%	0.00%	\$0.00	5.90%

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.

Needs
 In 2022, 47.4% of our Socioeconomically Disadvantaged students and 20% of English Learners met or exceeded standards on the ELA CAASPP compared to 67.3% of overall Ross Valley students who met or exceeded standards. 39.5% of our Socioeconomically Disadvantaged students and 5.0% of English Learners met or exceeded standards on the Math CAASPP compared to 58.3% of all Ross Valley students who met or exceeded standards. In 2022, 56% of our English Learners scored at a Level 3 or 4 on the ELPAC and 48.1% progressed a level or maintained at the highest level on the ELPAC.

Actions
 Goal 3, Action 3 Progress Monitoring: The school will administer SBAC Interim assessments and other internal assessments to monitor student progress in English language reading, writing, speaking and math. The data will be used to inform standards-based grading on trimester report cards that provides a clear view of areas of student strength and need. Using this data, teachers will design whole group, small group, and individual learning experiences to best meet the needs of all students ,but specifically unduplicated pupils.

Goal 3, Action 4 Comprehensive Intervention: The school will provide a comprehensive intervention program for students based on assessment data, English Language acquisition status, and teacher recommendation either before school, during school, or after school. These services will be available to all students, but are planned intentionally to best meet the needs of unduplicated students.

Expected Outcomes

Implementation of these actions will allow us to meet the desired outcomes of 90% or more of all students, including all subgroups, demonstrating at least one year of growth on the English Language Arts and Math portions of the CAASPP assessment.

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

The LEA-wide actions that are expected to result in an increase in services are as follows, which exceeds the required percentage to increase or improve services.

- Goal 3, Action 3 Progress Monitoring \$73,313 = 3.35%
- Goal 3, Action 4 Comprehensive Intervention \$139,277 = 6.37%

RVC plans to increase services to high needs students by 9.72%.

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.

Ross Valley Charter is a single school LEA with an unduplicated population less than 55%.

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	N/A	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 certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,663,701.78			\$72,244.00	\$1,735,945.78	\$1,715,055.78	\$20,890.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	CCSS Professional Development	All	\$64,580.00			\$20,890.00	\$85,470.00
1	1.2	CCSS Materials aligned for EL	All	\$0.00				\$0.00
2	2.1	Community Council Recruitment	All	\$9,210.56				\$9,210.56
2	2.2	Parent Feedback	All	\$18,421.12				\$18,421.12
2	2.3	Reducing Involvement Barriers	All				\$32,196.00	\$32,196.00
2	2.4	Board Recruitment	All	\$0.00				\$0.00
3	3.1	Common Core-aligned curriculum and instruction	All	\$952,925.92				\$952,925.92
3	3.2	EL Intervention	All	\$133,166.96				\$133,166.96
3	3.3	Progress Monitoring	English Learners Foster Youth Low Income	\$73,313.25				\$73,313.25
3	3.4	Comprehensive Intervention	English Learners Foster Youth Low Income	\$139,277.00			\$19,158.00	\$158,435.00
3	3.5	EL Strategies PD	All	\$73,313.00				\$73,313.00
4	4.1	Inquiry Based Learning	All	\$67,488.91				\$67,488.91
4	4.2	Mindfulness based SEL Curriculum	All	\$67,425.00				\$67,425.00
5	5.1	Diversity and Inclusion Committee	All	\$0.00				\$0.00
5	5.2	Cultural Competency Education	All	\$0.00				\$0.00
5	5.3	Inclusive Content and Curriculum	All	\$64,580.06				\$64,580.06

2023-24 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
2,186,891	\$129,070	5.90%	0.00%	5.90%	\$212,590.25	0.00%	9.72 %	Total:	\$212,590.25
								LEA-wide Total:	\$212,590.25
								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 (%)
3	3.3	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,313.25	
3	3.4	Comprehensive Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$139,277.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,296,926.00	\$1,280,392.00

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	CCSS Professional Development	No	\$68,685.00	\$81,359
1	1.2	CCSS Materials aligned for EL	No	\$4,885.00	\$4,885
2	2.1	Community Council Recruitment	No	\$8,558.00	\$8,668
2	2.2	Parent Feedback	No	\$4,279.00	\$4,334
2	2.3	Reducing Involvement Barriers	No	\$37,019.00	\$34,079
2	2.4	Board Recruitment	No	\$0.00	\$0.00
3	3.1	Common Core-aligned curriculum and instruction	No	\$494,231.00	\$494,247
3	3.2	EL Intervention	No	\$126,322.00	\$134,463
3	3.3	Progress Monitoring	Yes	\$64,974.00	\$68,865
3	3.4	Comprehensive Intervention	Yes	\$124,536.00	\$131,195

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)
3	3.5	EL Strategies PD	No	\$63,055.00	\$68,866
4	4.1	Inquiry Based Learning	No	\$123,361.00	\$128,581
4	4.2	Mindfulness based SEL Curriculum	No	\$103,787.00	\$65,523
5	5.1	Diversity and Inclusion Committee	No	\$0.00	\$0.00
5	5.2	Cultural Competency Education	No	\$0.00	\$0.00
5	5.3	Inclusive Content and Curriculum	No	\$73,234.00	\$55,327

2022-23 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)
\$118,615	\$189,510.00	\$200,060.00	(\$10,550.00)	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)
3	3.3	Progress Monitoring	Yes	\$64,974.00	\$68,865		
3	3.4	Comprehensive Intervention	Yes	\$124,536.00	\$131,195		

2022-23 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)
\$1,891,779	\$118,615	0	6.27%	\$200,060.00	0.00%	10.58%	\$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).

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