2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Ross Valley Charter School
CDS Code:	21770650135350
LEA Contact Information:	Name: Luke Duchene Position: School Director Email: conn.hickey@rossvalleycharter.org Phone: 415-534-6970
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$1,924,793
LCFF Supplemental & Concentration Grants	$117,374
All Other State Funds	$468,510
All Local Funds	$404,973
All federal funds	$120,357
Total Projected Revenue	$2,918,633

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$2,885,688
Total Budgeted Expenditures in the LCAP	$1,280,494
Total Budgeted Expenditures for High Needs Students in the LCAP	$$239,839.00
Expenditures not in the LCAP	$1,605,194

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$74,700
Actual Expenditures for High Needs Students in Learning Continuity Plan	$134,195

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$122,465
2020-21 Difference in Budgeted and Actual Expenditures	$59,495

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The General Fund budget expenditures not included in the LCAP are ongoing expenses not included in the LCAP goals, such as special education, facilities and some administrative expenses.

LCFF Budget Overview for Parents

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

CDS Code: 21770650135350

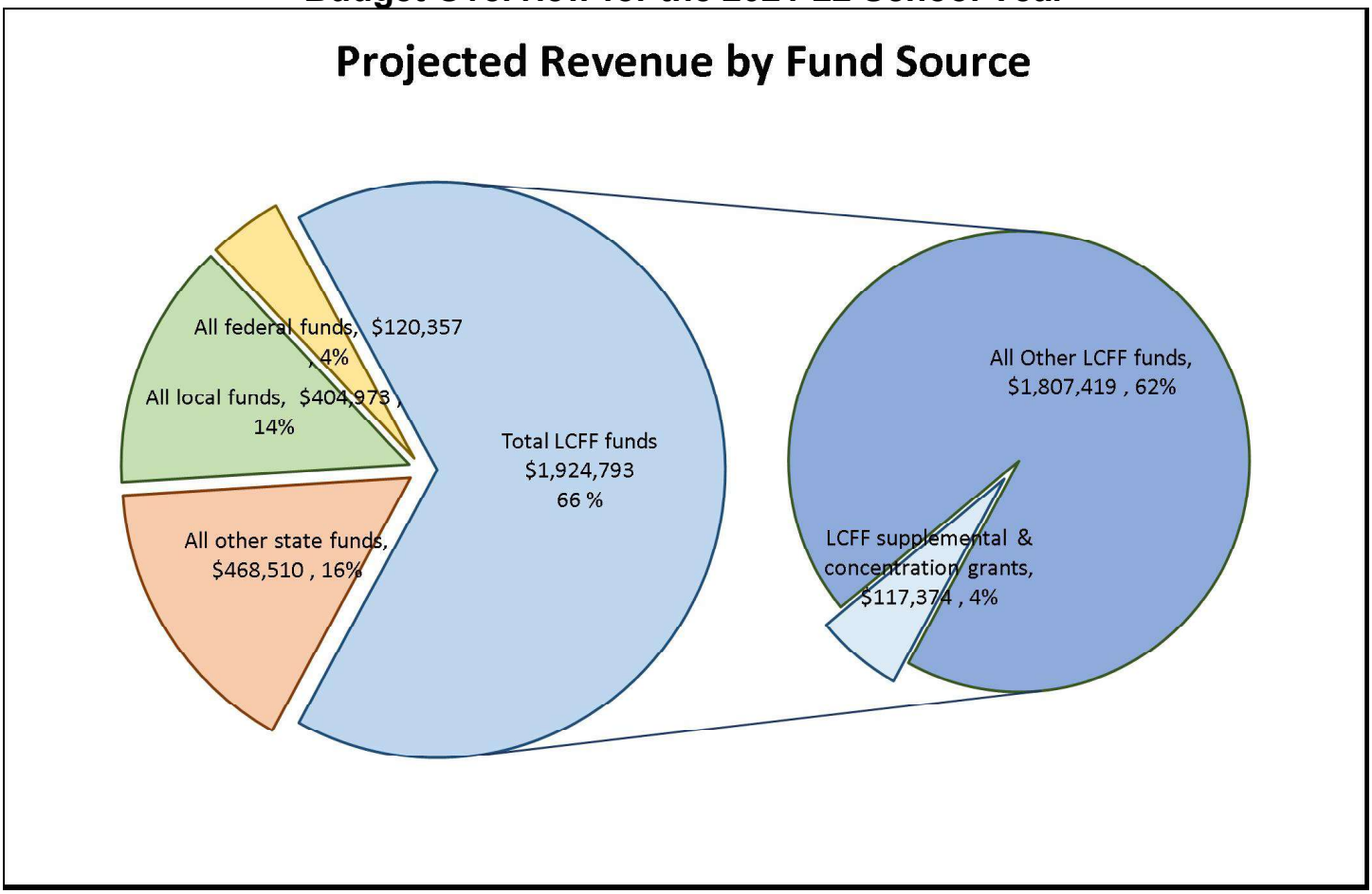
School Year: 2021-22

LEA contact information:

Luke Duchene
School Director
conn.hickey@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 2021-22 School Year



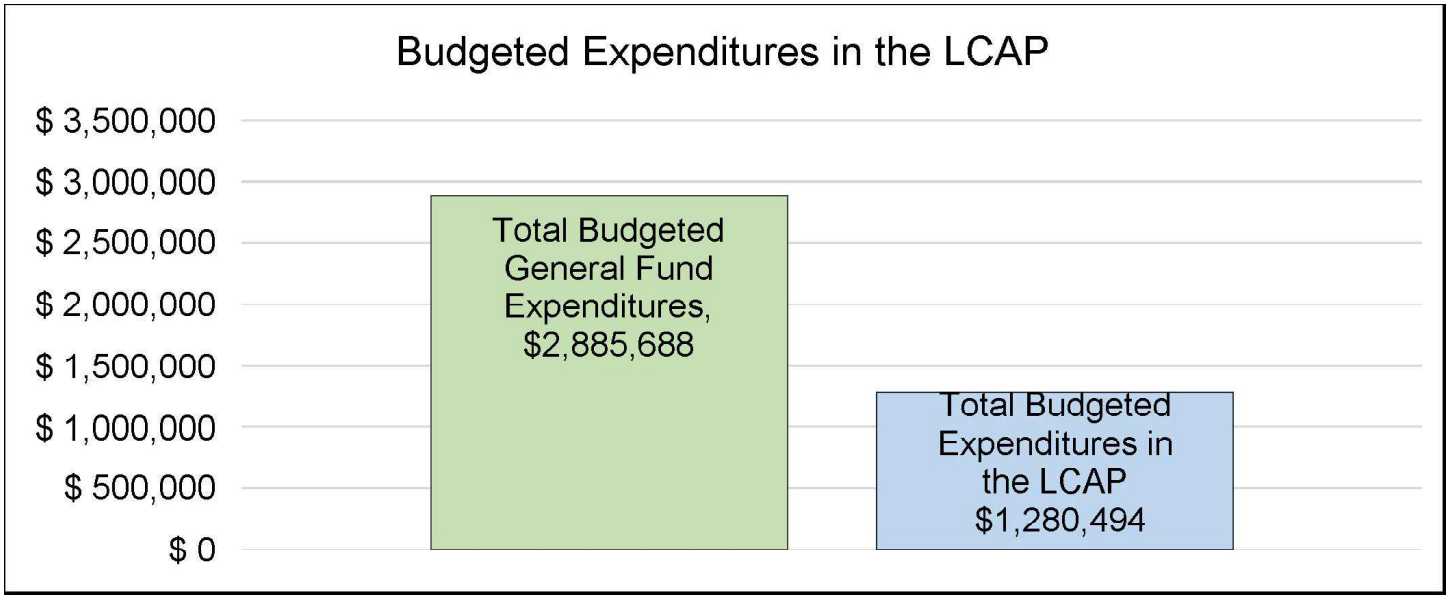
This chart shows the total general purpose revenue Ross Valley Charter School expects to receive in the coming year from all sources.

The total revenue projected for Ross Valley Charter School is $2,918,633, of which $1,924,793 is Local Control Funding Formula (LCFF), $468,510 is other state funds, $404,973 is local funds, and $120,357 is

federal funds. Of the $1,924,793 in LCFF Funds, $117,374 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Ross Valley Charter School plans to spend $2,885,688 for the 2021-22 school year. Of that amount, $1,280,494 is tied to actions/services in the LCAP and $1,605,194 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

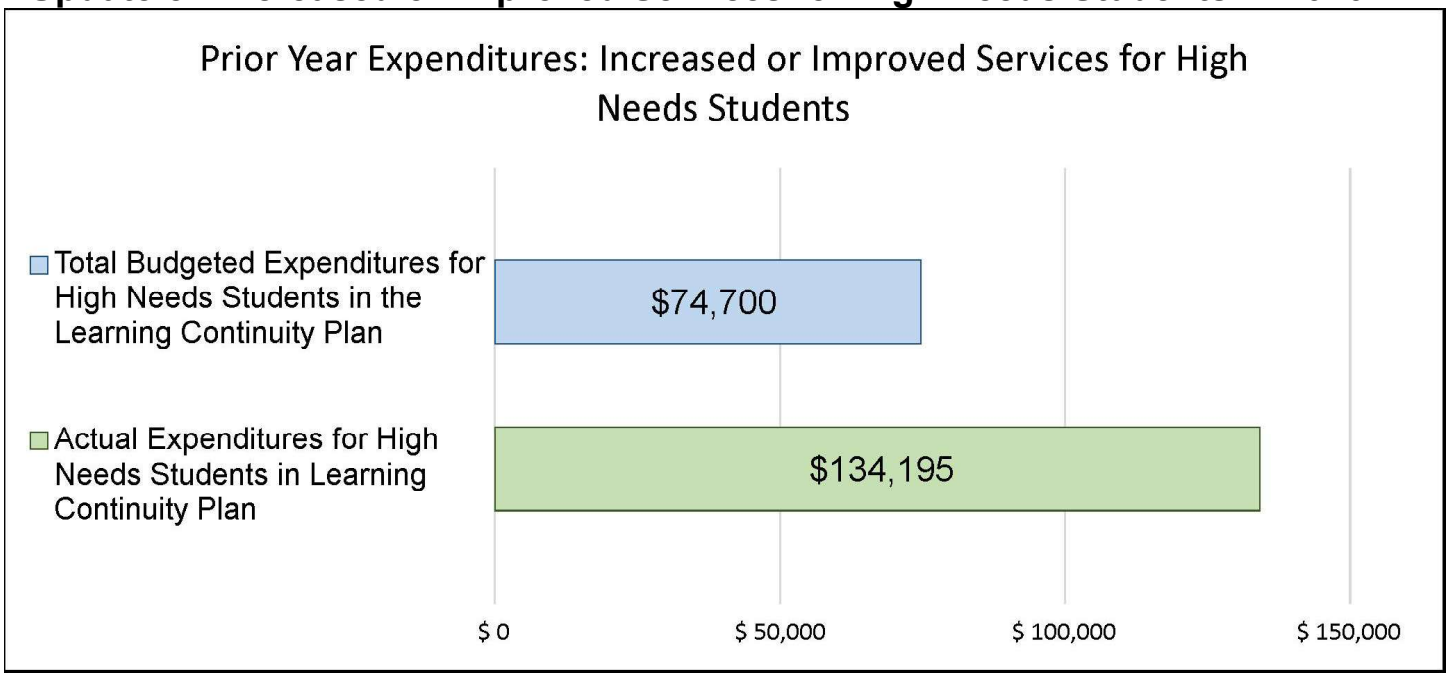
The General Fund budget expenditures not included in the LCAP are ongoing expenses not included in the LCAP goals, such as special education, facilities and some administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Ross Valley Charter School is projecting it will receive $117,374 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 $$239,839.00 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 2020-21



This chart compares what Ross Valley Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Ross Valley Charter School's Learning Continuity Plan budgeted $74,700 for planned actions to increase or improve services for high needs students. Ross Valley Charter School actually spent $134,195 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Ross Valley Charter School	Luke Duchene School Director	luke.duchene@rossvalleycharte.org 415-534-6970

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students, including all subgroups, will have access to instructional materials aligned to CCSS.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of students, including 100% of all subgroup students, have access to instructional materials aligned to CCSS.	This goal was met
Metric/Indicator 100% of teachers receive training in best practices to improve English Language proficiency	This goal was met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A) Data was monitored and analyzed regarding English Learner progress in academic content knowledge to provide timely interventions B) All teachers and school director engaged in professional development in CCSS-aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups. C) All teachers engaged in professional development in best practices to improve academic achievement among ELs, using Inquiry Based Learning and GLAD strategies D) All teachers and school director engaged in professional development in scaffolding the CCSS for access for ELs	1) 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #1 3000 Certificated Benefits 1000-1999: Certificated Personnel Salaries $518,396 2) 70% of all certificated benefits, will be devoted to Action #1 3000-3999: Employee Benefits $158,445	1) 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #1 3000 Certificated Benefits 1000-1999: Certificated Personnel Salaries $650,000 2) 70% of all certificated benefits, will be devoted to Action #1 3000-3999: Employee Benefits $184,635

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3) 75% of accts 4100, 4200, 4325, and 4420 4000-4999: Books And Supplies $47,389 4) 38% of acct 5605 and 75% of accts 5863 and 5869 will be devoted to Action #1 5000-5999: Services And Other Operating Expenditures $44,895	3) 75% of accts 4100, 4200, 4325, and 4420 4000-4999: Books And Supplies $30,000 4) 38% of acct 5605 and 75% of accts 5863 and 5869 will be devoted to Action #1 5000-5999: Services And Other Operating Expenditures $63,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Mandated school closure from March 2020 until the end of the school year presented a great challenge in implementing the actions and services required to achieve this goal. However, we continued to hold ourselves to a high standard. Even during this time students were provided with access to materials aligned with CCSS.

Goal 2

Parents will be 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator At least ten parents serve on Leadership Council	We had 12 parents serve on the Leadership Council
Metric/Indicator At least two parents will serve on the Governing Board	Three parents served on the Governing Board
Metric/Indicator At least 90% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before making important decisions.	96% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before making important decisions.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A) Annual election among parents for the Leadership Council held. B) Parent feedback solicited through annual surveys. C) Periodic community meetings held to consult non-Leadership Council and non-Board parents D) Parent concerns collected and responded to in a respectful and timely fashion.	1. 1300: 20% of School Director Salary 1000-1999: Certificated Personnel Salaries $22,440 2. 2200: 40% of support staff salary 2000-2999: Classified Personnel Salaries $13,320 3. 2400: 25% of office manager salary 2000-2999: Classified Personnel Salaries $15,111	1. 1300: 20% of School Director Salary 1000-1999: Certificated Personnel Salaries $29,000 2. 2200: 40% of support staff salary 2000-2999: Classified Personnel Salaries $14,000 3. 2400: 25% of office manager salary 2000-2999: Classified Personnel Salaries $15,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4. 3000: Benefits associated with above salaries 3000-3999: Employee Benefits $8,000 5. 5881: Parent Square Communication Software 5000-5999: Services And Other Operating Expenditures $1,300 6. 5605: Printing Expense 5000-5999: Services And Other Operating Expenditures $250	4. 3000: Benefits associated with above salaries 3000-3999: Employee Benefits $9,000 5. 5881: Parent Square Communication Software 5000-5999: Services And Other Operating Expenditures $1,300 6. 5605: Printing Expense 5000-5999: Services And Other Operating Expenditures $500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parent involvement is always seen as a critical function of our school, even more so during the pandemic. Parents were engaged and involved in key decisions as we developed and refined our school model during the school year.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 0% 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.	2019-20 CAASPP Assessments cancelled. No results.
Metric/Indicator 80% 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.	2019-20 Summative ELPAC cancelled. No results.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A) CCSS used to guide ELA and Math instruction B) Support to EL students provided from classroom teachers and specialized intervention C) Student progress in English language reading, writing, speaking and math monitored through the use of internal assessments as well as through SBAC Interim Assessments.	1) 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #1 1000-1999: Certificated Personnel Salaries $518,396 3000 Certificated Benefits 2) 70% of all certificated benefits, will be devoted to Action #1 3000-3999: Employee Benefits $158,445	1) 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #1 1000-1999: Certificated Personnel Salaries $650,000 3000 Certificated Benefits 2) 70% of all certificated benefits, will be devoted to Action #1 3000-3999: Employee Benefits $184,635

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We strive to meet the needs of all our students to ensure their continued growth. Even during the school closures, we took steps to support our students, especially our students with high needs. Unfortunately, due to the physical distance between students and the classroom students in general did not grow at a rate that we would otherwise come to expect. With a lack of standardized testing we do not have data to measure student growth.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator At least 80% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.	87% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.
Metric/Indicator At least 80% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.	93% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.
Metric/Indicator At least 80% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.	91% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A) Teachers receive training in inquiry-based learning B) School began developing a social emotional learning curriculum based on mindfulness.	$20,000 of 5863 PD 5800: Professional/Consulting Services And Operating Expenditures $20000	$0 PD not possible due to COVID 5800: Professional/Consulting Services And Operating Expenditures 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were applied to cover other actions and services that cost more than budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As stated earlier the pandemic brought separation between students and teachers. Despite this challenge, students still felt strong connection to their peers, teachers, and the content of their learning.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase supplies to ensure school meets health and safety guidelines (face shields or masks, handwashing stations, cleaning supplies, thermometers, etc.)	$25,000.00	$10,000	No
Shades, trees, vegetation, and landscaping work to create welcoming outdoor spaces to learn	$15,000.00	$5,000	No
Port-o-potties	$10,000.00	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

This plan was developed a few months prior to reopening to in-person instruction. As such our understanding of our needs shifted and money was dedicated towards those needs. The exception was in the area of safety and health expenditures for items like port a potties, outdoor shading, and classroom furniture. We purchased Hepa air purifiers and our parents build stand alone workstations so all we had was material costs. We were still able to open hybrid in November and with full classes in April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We have been consistently catching up with the latest science and related requirements and recommendations from our partners in Public Health. We also needed to work through the reluctance of staff and families to return to in-person instruction. This required a stepped approach, starting with one day of in-person instruction per week, to two days, then four days, and now we are finishing the school year with over 95% of our student attending in-person full time. The shifting models were hard on families and staff alike, but allowed us to take that final step towards in-person learning together.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide individual classroom supply kit for each student to reduce cross contamination and support individualized learning needs	$8,000.00	$10,000	No
Purchase additional technology so every student has a device and connectivity (Chromebooks & management licenses, hotspots)	$20,000.00	$21,600	No
Online learning platforms to support distance learning management: Zoom, Seesaw, Google Classroom, Peardeck, Nearpod	$1,000.00	$1,000.00	No
Family Outreach Coordinator	$16,000.00	$23,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There was no substantive difference between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Implementing the distance learning program was incredibly challenging.

Continuity of Instruction:
We were able to maintain a high level of continuity of instruction for our students. Whether in distance learning or in-person, we utilized the same curriculum and schedule, providing continuity of learning for students and bringing clarity and coherence of program for all stakeholders. The program included Social Emotional Learning through morning meetings, enrichments, and choice activities.

Access to Devices and Connectivity:
We were successful in our ability to provide students with access to devices for all who needed them. While most of our students were able to find adequate connectivity, for a small minority this continued to be a challenge throughout. We found that for a small group of

our students there were several issues that prevented them from finding a reliable connection due to a combination of factors (including lack of wired access at their home and lack of adequate wireless reception).

Pupil Participation and Progress:
While we had on average high levels of pupil participation, we did have a small group that rarely or never connected to school through distance learning. While we were able to reduce that number over time, we found that some families were not able to support their students and/or did not access the support provided by the school and outside organizations. Within those who attended their participation levels varied with the limited capacity of teachers and staff to fully support learning through a screen.

Distance Learning Professional Development:
We conducted extensive professional development to prepare our teachers to teach effectively in the distance learning format. We engaged in regular professional development as we refined our program in response to stakeholder input. We continued with weekly staff meetings where support and collaboration for distance learning continued.
Staff Roles and Responsibilities

We trained our office staff to provide technology support to families and students. Our teachers in PE, Music, Art successfully adapted roles to include regular check-ins with students around their subjects and for added connection & academic support for our students.

Support for Pupils with Unique Needs:

Special Education
We continued to provide services via Zoom, providing resources for families, and bringing students in for assessments as needed. Our classroom aides continued to support with one-on-one services. Some of our students who received these services thrived in this environment, while many would clearly have been able to be better served in-person.

English Learners
English learners continued to receive Integrated and Designated ELD. Teachers embedded integrated ELD strategies into their class instruction, and Designated ELD occurred during independent student work time. We are also provided resources for families. We successfully collaborated with staff at Children's Center to support our students, including English learners. It was clear that no matter what we provided, the best way to support these students was in-person.

Students in Foster Care and Students Experiencing Homelessness
We did not have any students in foster care or experiencing homelessness.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Interventionist	$28,000.00	$40,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There was no substantive difference between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

A key element of our plan to address learning loss was to assess students remotely. We found that these types of assessment were difficult and often unreliable. This became even more clear once the students began to return in-person and we were able to provide them with the appropriate assessments, see where students were not a grade level and provide adequate support.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Mental health and social and emotional well-being was a top-priority during our distance learning phase. We maintained our Morning Meeting daily to provide students with relational and fun activities. We utilized the Mind Up Social Emotional Learning (SEL) curriculum with all grades. We also utilize our enrichment classes as a means of promoting connection in addition to learning the content of the subjects for PE, Music, and Art. When possible we connected with students individually to support them through any challenges. However, we must acknowledge that the lack of connection and proximity brought great harm to students despite our efforts.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Maintaining strong connection with pupils and families through clear frequent communication was paramount. We held parent-teacher conferences at the start of the school year to form positive relationships and determine the best ways to support each child. We conducted surveys the find out about the experience, preferences, and needs of our families. We utilized a parent engagement application called ParentSquare to communicate easily with families in the mode and language of choice, with two-way communication functionality. Our Family Outreach Coordinator worked with our Spanish-speaking families to make sure they have everything they need. We held a Back-to-School Night and a weekly “Happy Hour” in the afternoon/evenings for parents to meet with teachers. In addition to the foundation of practices in place to support strong engagement, we established procedures for reengaging students who are not engaging in the distance learning program. Outreach is conducted in Spanish as needed. For some pupils and families, though, we had to develop individual plans to communicate and engage them.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We successfully provided free school lunches through a weekly meal distribution during distance learning for all who needed them. When in-person, lunches will be served either indoors or outdoors by class.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Counselor & Family Outreach Coordinator to provide support and outreach to students/families			Yes
Pupil Engagement and Outreach	ParentSquare to maintain communication with families, including translating communication into the family's home language	$1,500.00	$1,195	Yes
School Nutrition	Weekly meal distribution--unreimbursed costs	$7,200.00	$15,000	Yes
Pupil Engagement and Outreach	Staff dedicated to conducting family outreach and reengagement	$22,000.00	$55,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Most all of the planned actions and budgeted expenditures were implemented and expended. The exception was in the area of safety and health expenditures for items like port a potties, outdoor shading, and classroom furniture. We purchased Hepa air purifiers and our parents build stand alone workstations so all we had was material costs. We were still able to open hybrid in November and with full classes in April.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have learned that strong communication and stakeholder involvement is critical in any implementation of our program and this continues to be a critical element in our goals and actions in the 2021-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As we relied heavily on the CAASPP and ELPAC to measure student growth in our prior LCAP we believe that we need to rely more on other local assessments to better gauge student growth so that we can better address any learning loss.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There was no substantive difference between description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP through the illumination of the needs of our students as they have come through these challenging times. Students will need more support and the school will need to better be able to assess students to individualize the supports needed.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,618,671.00	1,924,070.00
	1,618,671.00	1,924,070.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	1,618,671.00	1,924,070.00
1000-1999: Certificated Personnel Salaries	1,059,232.00	1,329,000.00
2000-2999: Classified Personnel Salaries	28,431.00	29,000.00
3000-3999: Employee Benefits	324,890.00	378,270.00
4000-4999: Books And Supplies	94,778.00	60,000.00
5000-5999: Services And Other Operating Expenditures	91,340.00	127,800.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,618,671.00	1,924,070.00
1000-1999: Certificated Personnel Salaries		1,059,232.00	1,329,000.00
2000-2999: Classified Personnel Salaries		28,431.00	29,000.00
3000-3999: Employee Benefits		324,890.00	378,270.00
4000-4999: Books And Supplies		94,778.00	60,000.00
5000-5999: Services And Other Operating Expenditures		91,340.00	127,800.00
5800: Professional/Consulting Services And Operating Expenditures		20,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	769,125.00	927,635.00
Goal 2	60,421.00	68,800.00
Goal 3	769,125.00	927,635.00
Goal 4	20,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$50,000.00	$15,000.00
Distance Learning Program	$45,000.00	$55,600.00
Pupil Learning Loss	$28,000.00	$40,000.00
Additional Actions and Plan Requirements	$30,700.00	$71,195.00
All Expenditures in Learning Continuity and Attendance Plan	$153,700.00	$181,795.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$50,000.00	$15,000.00
Distance Learning Program	$29,000.00	$32,600.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$79,000.00	$47,600.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$16,000.00	$23,000.00
Pupil Learning Loss	$28,000.00	$40,000.00
Additional Actions and Plan Requirements	$30,700.00	$71,195.00
All Expenditures in Learning Continuity and Attendance Plan	$74,700.00	$134,195.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ross Valley Charter School	Luke Duchene School Director	luke.duchene@rossvalleycharte.org 415-534-6970

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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.

The following chart shows the demographic diversity of Ross Valley Charter in comparison to the local district and Marin County. As part of our commitment to Cultural Competency, we believe it is important to educate our students in a diverse student community.

2019-20 Demographic Data (Dataquest)

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.

Reflections: Successes

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

The following tables display the Charter School's schoolwide and subgroup Dashboard state indicators and, for comparison purposes, the State's, for the 2019 Dashboard. As can be seen in our School Dashboard Data Summary, we received colors for four out of seven indicators on the 2019 Dashboard. Of those we earned 'Blue' for our academic indicators. Our analysis for these indicators is below

RVC has demonstrated academic achievement, as defined by at least one year's progress for each year in school. This graph shows both schoolwide and student subgroup growth in CAASPP test results.

As can be seen in the results above, our ELA and Math scores grew significantly between our first and second year. Our ELA scores grew by over 12 percentage points and our Math scores grew by over 9 percentage points.

Growth was seen by all subgroups.

Our Latino/Hispanic scores improved significantly:

- In ELA, we went from 19% to 48% meeting/exceeding standard
- In Math, we went from 25% to 48% meeting/exceeding standard

Our Economically Disadvantaged scores improved significantly:

- In ELA, we went from 18% to 47% meeting/exceeding standard
- In Math, we went from 29% to 37% meeting/exceeding standard

Our English Learner scores improved significantly:

- In ELA, we went from 0% to 33% meeting/exceeding standard
- In Math, we went from 9% to 25% meeting/exceeding standard

All Dashboard Local Indicators were met:

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.

We did earn 'Yellow' for the Chronic Absenteeism and Suspension Rate Indicators. As both of these indicators can have a negative impact on a student's academic opportunity, our school has taken steps to evaluate the causes and solutions to the factors that lead to both Chronic Absenteeism and Suspension.

Regarding our Chronic Absenteeism rate, 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 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.

Regarding our Suspension rate, we had zero suspensions our first year and third year, and suspended one student our second year. We do not take the decision to suspend a student lightly, and only do so as a last resort, once all alternatives to suspension have been exhausted. Through positive behavior intervention and support we are better able to reduce and mitigate behaviors and provide students with the structure they need to thrive. The move from zero to one resulted in a yellow performance indicator.

Ross Valley Charter is proud of its progress over its first few years. We do believe that progress needs to be constant, therefore we continue to analyze metrics such as those within this memo so that we can continue making adequate progress. When we find deficiencies, we work as a community to evaluate and address the sources of those deficiencies to ensure that we are doing all that we can to best meet the needs of our students.

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 of 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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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, the Board.

The calendar for development and approval are as follows:

April

Board reviews prior LCAP

Teaching staff review LCAP and suggests revisions for 2021

May

Community Council reviews Prior Year LCAP and suggests revisions for 2020

Board reviews draft revisions and proposes changes

June

Board LCAP Final Draft Presentation and Public Hearing

June 10 – Public Hearing

June 17 – Final Board Approval

A summary of the feedback provided by specific stakeholder groups.

The teaching staff provided feedback that largely trended towards making sure the goals and actions were actionable and targeted. Teachers had a strong focus on meeting the needs of our English Learners throughout the goals. The parents mainly focused on goals and actions that pertained maximizing their involvement and maintaining clear communication between the school and parents. Our board focused on ensuring the goals were appropriately focused and provided appropriate accountability.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The goals and actions were greatly influenced by stakeholder input.

Goal 1 actions were more targeted after input from parents.

Goal 2 gained an added focus on mindfulness after input from teachers and parents.

Goal 3 was added after input from parents, and actions were added by teachers.

Goal 4 actions were more streamlined and focused after input from parents.

Goal 5 was given more inclusive language due to input from parents and guardians, and the actions were made more streamlined by input from teachers.

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.				100% of materials have been reviewed annually by School Director and teachers to ensure that they are aligned with CCSS.
All teachers and school director engaged in professional development in CCSS- aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups.	Not all teachers have received the same high quality professional development in CCSS-aligned best practices.				100% of teachers and school director engaged in professional development in CCSS -aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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				100% of teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies (such as GLAD)
Teacher assignment - all credentialed	current baseline of teacher one teacher has emergency credential				100% credentialed
EL students access to CCSS	100% access				
Every pupils will have access to standards aligned materials	baseline - instructional and supplies - 100%				100% access all the time - digital etc...
School facilities are in good repair	FIT FCMAT -				maintain clean, well lit, safe, etc....

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$63,170.00	No

Action #	Title	Description	Total Funds	Contributing
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	$5,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 asreceptive 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 acritical 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.				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				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 representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before	96% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before				At least 95% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
making important decisions.	making important decisions.				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. 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 issues and considerations.				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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Council Recruitment	Holding an open call to families for the Community Council and other volunteer opportunities.	$6,425.00	No

Action #	Title	Description	Total Funds	Contributing
2	Parent Feedback	Soliciting parent/guardian feedback through regular surveys.	$2,550.00	No
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	$35,526.00	Yes
4	Board Recruitment	The RVC Governing Board will have at least two parent/guardian board members	$0.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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
95% 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.				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.
70% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as	58.8% of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as				70% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
compared to the prior year's score.	compared to the prior year's score.				compared to the prior year's score.
It is our goal that students who are enrolled at RVC beginning in kindergarten will be redesignated as fluent-English proficient ("RFEP") prior to middle school. The ELPAC Summative Assessment is administered to ELs every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains (listening, speaking, reading, and writing).	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.				100% of English learners will make progress towards English proficiency.
Access to a broad course of study to include students with	100% of students have access and enrollment in the				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceptional needs and unduplicated pupils	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 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
1	Use CCSA to guide ELA and Math Instruction	Teachers will use CCSS, school adopted curriculum materials and develop their own materials to teach ELA and Math	$433,233.00	
2	EL Intervention	Provide support to English-language learning students from classroom teachers and specialized intervention	$132,690.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$58,170.00	No
4	Comprehensive Intervention	Provide a comprehensive Intervention program for students who require support to reach grade level standards in ELA and Math	$182,829.00	No
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).	$66,623.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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
At least 95% of Students will 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.				At least 90% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.
At least 95% of Students will 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.				At least 95% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.
At least 98% of Students will 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.				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.				94.5% attendance averaged over all grades.
Chronic Absenteeism rates	Chronic absenteeism is in the Yellow range				Chronic absenteeism will be in the Green or Blue range
Pupil Suspension	Pupil suspension is in the Yellow range				Pupil suspension rates will be in the Very Low or Low range
Pupil Expulsion	Pupil expulsion is in the Blue range				Pupil expulsion rates will be in the Very Low or Low range

Actions

Action #	Title	Description	Total Funds	Contributing
1	Inquiry Based Learning Best	Teachers will continue using the inquiry arc as the primary thematic inquiry tool Practicesand will be provided with professional development to promote best practices.	$115,277.00	No
2	Mindfulness based SEL Curriculum	School will continue to develop and implement its mindfulness based social emotional curriculum.	$100,277.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.				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.				At least one Parent Education event related to cultural competency will be provided each school year.
Each thematic inquiry unit will be assessed to ensure inclusion of	Thematic inquiry unit have not been assessed to ensure				Each thematic inquiry unit will be assessed to ensure inclusion of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
multiple resources that represent diverse experiences.	inclusion of multiple resources that represent diverse experiences.				multiple resources that represent diverse experiences.

Actions

Action #	Title	Description	Total Funds	Contributing
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
2	Cultural Competency Education	Provide parent education and staff education on cultural competency	$10,000.00	No
3	Inclusive Content and Curriculum	Staff and teachers will be supported to use inclusive teaching materials, methods, and language	$68,726.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6%	$117,374

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned CAASPP ELA and Math scores of our English Learner students is significantly lower than for all students. To address this condition of our English Learner students, we developed Goal 1 Action 2 to ensure that all core CCSS materials can meet the needs of our English Learners. We developed Goal 2 Action 3 to reduce barriers for families to engage with the school so that they will be included and can adequately advocate and support the needs of their child. We developed Goal 3 Action 2 to ensure a robust intervention program is provided for our EL students to help bridge the opportunity gap. We developed Goal 3 Action 5 to ensure the teachers have and maintain an adequate amount of professional development to ensure that they are utilizing best practices in supporting the needs of their Englisher Learners.

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

The actions overall are expected to result in an increase in services are as follows, which far exceeds the required percentage to increase or improve services.

Goal 1, Action 2 = $5,000

Goal 2 Action 3 = $35,526

Goal 3 Action 2 = $132,690

Goal 3 Action 5 = $66,623

Total = $239,839

Notes from our meeting around the increase or improvement: 2 staff devoted to the work with unduplicated students. We ensure that our class sizes are lower to address the unique needs of our students. This increase in service to our service by addressing the adult to student ratio. We are funding at 30 students/class. We deliberate keep our classrooms under 24/students a classroom which is 6 students lower per class and a at least a 20% improvement in service.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,280,496.00				$1,280,496.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$755,118.00	$525,378.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	CCSS Professional Development	$63,170.00				$63,170.00
1	2	English Learners	CCSS Materials aligned for EL	$5,000.00				$5,000.00
2	1	All	Community Council Recruitment	$6,425.00				$6,425.00
2	2	All	Parent Feedback	$2,550.00				$2,550.00
2	3	English Learners Low Income	Reducing Involvement Barriers	$35,526.00				$35,526.00
2	4	All	Board Recruitment					$0.00
3	1		Use CCSA to guide ELA and Math Instruction	$433,233.00				$433,233.00
3	2	English Learners	EL Intervention	$132,690.00				$132,690.00
3	3	All	Progress Monitoring	$58,170.00				$58,170.00
3	4	All	Comprehensive Intervention	$182,829.00				$182,829.00
3	5	English Learners	EL Strategies PD	$66,623.00				$66,623.00
4	1	All	Inquiry Based Learning Best	$115,277.00				$115,277.00
4	2	All	Mindfulness based SEL Curriculum	$100,277.00				$100,277.00
5	1	All	Diversity and Inclusion Committee					$0.00
5	2	All	Cultural Competency Education	$10,000.00				$10,000.00
5	3	All	Inclusive Content and Curriculum	$68,726.00				$68,726.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$239,839.00	$239,839.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$239,839.00	$239,839.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**2**	CCSS Materials aligned for EL	Limited to Unduplicated Student Group(s)	English Learners		$5,000.00	$5,000.00
2	**3**	Reducing Involvement Barriers	Limited to Unduplicated Student Group(s)	English Learners Low Income		$35,526.00	$35,526.00
3	**2**	EL Intervention	Limited to Unduplicated Student Group(s)	English Learners		$132,690.00	$132,690.00
3	**5**	EL Strategies PD	Limited to Unduplicated Student Group(s)	English Learners		$66,623.00	$66,623.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For 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% 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% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.