

LCFF Budget Overview for Parents

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

CDS Code: 21770650135350

School Year: 2022-23

LEA contact information:

Page Hersey

School Director

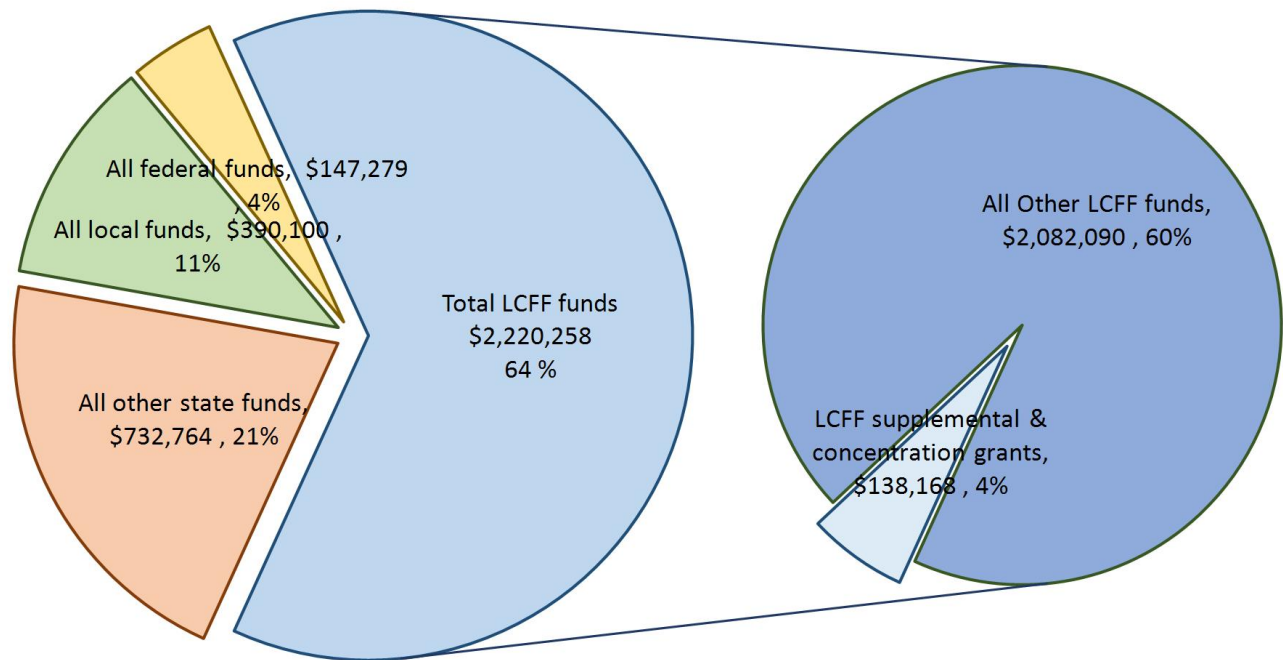
conn.hickey@rossvalleycharter.org

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 2022-23 School Year

Projected Revenue by Fund Source



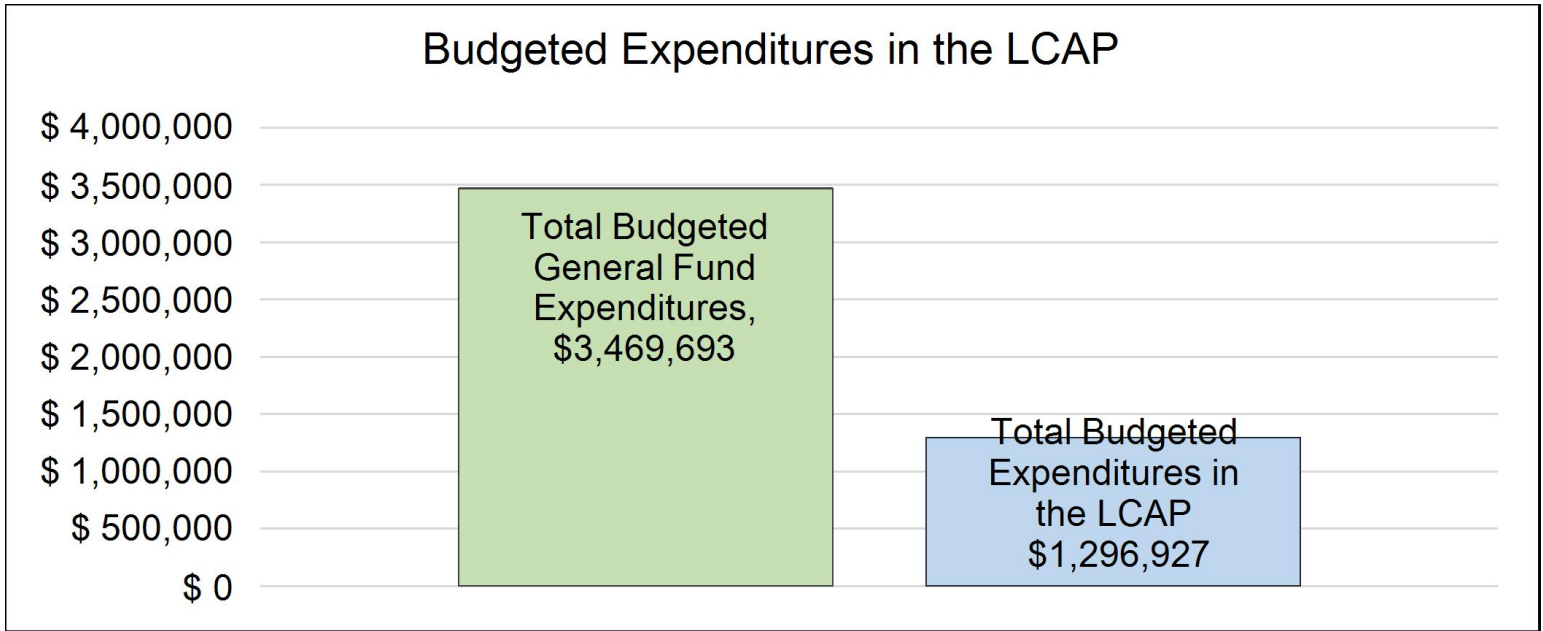
This chart shows the total general purpose revenue Ross Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ross Valley Charter School is \$3,490,401, of which \$2,220,258 is Local Control Funding Formula (LCFF), \$732,764 is other state funds,

\$390,100 is local funds, and \$147,279 is federal funds. Of the \$2,220,258 in LCFF Funds, \$138,168 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ross Valley Charter School plans to spend \$3,469,693 for the 2022-23 school year. Of that amount, \$1,296,927 is tied to actions/services in the LCAP and \$2,172,766 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

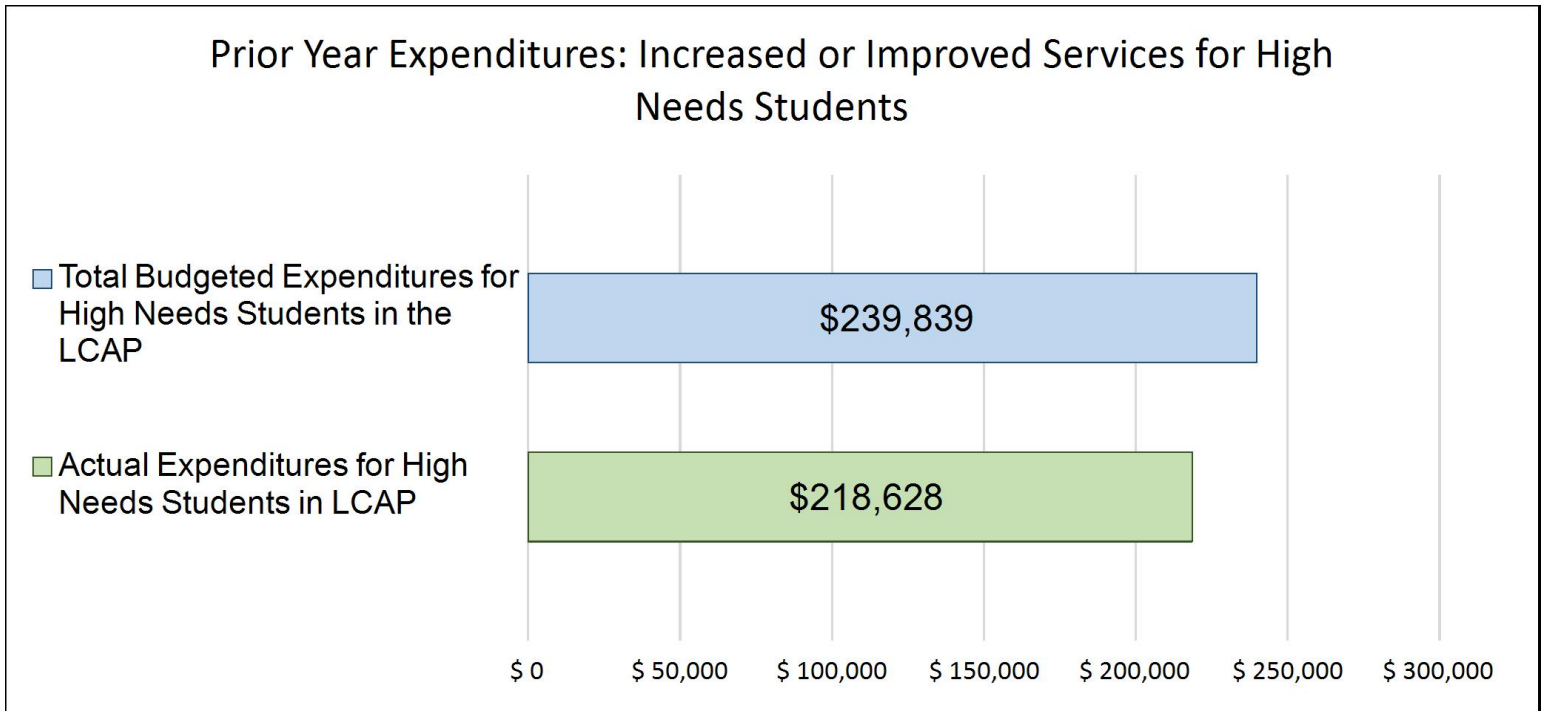
Business office expenses, legal and oversight fees, equipment leases, special education services, food services, rent, maintenance, janitorial.

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

In 2022-23, Ross Valley Charter School is projecting it will receive \$138,168 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 \$189,510 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Ross Valley Charter School's LCAP budgeted \$239,839 for planned actions to increase or improve services for high needs students. Ross Valley Charter School actually spent \$218,628 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-21,211 had the following impact on Ross Valley Charter School's ability to increase or improve services for high needs students:

The difference did not impact service for high need students in 2021-22. All of the services were provided to students. RVC was required to increase services 6.6% for high need students in 2021-22 and the school actually increased services 13.04%.

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

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

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

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

Ross Valley Charter has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Ross Valley Charter did not receive any additional LCFF funds through the Budget Act of 2021 that were not included in the 2021-22 LCAP that would usually be included in the LCAP. Ross Valley Charter did receive Extended Learning Opportunities Grant and Educator Effectiveness grant funding. Educational Partners were highly engaged in the use of LCFF and the Extended Learning Opportunity funding throughout the end of the 2020-21 school year through budget committee meetings consisting of parents, teachers, and staff. Additional details on educational partner engagement can be found in the 2021 Local Control Accountability Plan here: https://rossvalleycharter.org/wp-content/uploads/2021/10/2021_Local_Control_and_Accountability_Plan_Ross_Valley_Charter_School_20211011.pdf (p. 9-10).

The ELO-G plan was approved by the governing board on May 13, 2021. The LCAP public hearing occurred on June 10, 2021 and was approved by the governing board on June 17, 2021. The final draft was approved on October 14, 2021 after discussion with our authorizer.

The Educator Effectiveness grant was presented to the board on 11/4/2021 for their review and then approved at the subsequent board meeting on 12/2/2021.

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

Ross Valley Charter did not receive any additional concentration grant funding.

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

Ross Valley Charter engaged our school's Community Council (made up of parents, teachers, and staff) in conjunction with the development of the LCAP. It also engaged the school's Diversity Committee and all the school's teachers at their regular weekly meeting. The LCAP priorities informed this expenditure plan. Additionally, the governing board of Ross Valley Charter includes three members who are current parents, and their input was integral to the development and revision of the annual budget and approval of this expenditure plan. The ESSER III expenditure plan was approved by the governing board on 10/12/2021.

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

Ross Valley Charter is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with masking of students and staff indoors and out, regular hand washing throughout the day, staff either vaccinated or testing weekly, daily health screenings for all students and staff, Health and Safety Stations that include PPE and cleaning/disinfecting supplies, and training for staff on implementation of health and safety protocols. A committee has been formed to evaluate the masking rules and determine if any changes are necessary based on current virus transmission levels and public health guidance.

Due to the success of our health and safety protocols, there has not been any major disruptions to continuity of in-person instruction so far this year. A challenge has been in maintaining high daily attendance rates when parents are hesitant to send children to school following classroom COVID exposures.

Progress on implementation of Ross Valley ESSER III expenditure plan and the Expanded Learning Opportunities Grant Plan action: Increase Intervention-EL Teacher position to 1.0 FTE: The school has successfully transitioned the Intervention-EL teacher from a part-time to a full-time position to increase the amount of support English Learners receive in the core content areas. The challenge has been in ensuring the students receive the level of support needed to be successful. The data from the beginning of the school year indicated that additional support was needed for English Learners, so the school has since hired a paraprofessional to provide additional push-in support services. This action is being funded by the Extended Learning Opportunities grant instead of ESSER III funding.

Utilize funds to continue school operation and employ existing staff: The school is using all of the ESSER III funding to retain existing staff. Due to lower than anticipated enrollment and average daily attendance, without using this funding, the school would not have been able to retain all of the teachers. With the use of this funding, Ross Valley Charter has been able to successfully retain all of its teachers.

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

Ross Valley Charter is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, inquiry-based, standards-aligned instruction with specific supports for our highest need students. Based on the annual update reflections, the plan addresses learning loss through implementation of assessments and interventions based on assessment data. The ESSER III expenditures provide additional supports to address learning loss for students by maintaining small class sizes through retention of all teaching staff despite lower than forecast enrollment. This supplements the Expanded Learning Opportunities Grant Plan expenditures for the Intervention-EL teacher, a classroom aide, summer work stipends, summer school teachers and aides, as well as supplementing the related LCAP actions (Local Control and Accountability Plan <https://rossvalleycharter.org/progressive-elementary-education/ross-valley-lcap/> Goal 3, Action 1-5, p.18).

Ross Valley is using its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by funding the director and office manager positions. The school director and office manager are in charge of maintaining, updating, training staff, and implementing all health and safety protocols. The 2021-22 LCAP did not include an action relating to Safe Return to Instruction and Continuity of Services.

Each of these plans build upon one another to create strong systems of support for our students as they have returned to in-person instruction. Ross Valley aims to meet our students where they are and provide the instruction that meets their individual needs. The school anticipated a high level of academic needs and planned accordingly to implement supports to address these needs based on 2021 CAASPP scores and the loss of instructional time that resulted from the pandemic. When students actually returned, assessment and anecdotal data indicated the needs are greater than those anticipated, making these planned interventions that much more crucial for the success of our students. The school is providing increased instructional time, increased intervention services during the school day and using professional development so that all teachers are utilizing best practice during core instruction to support all students, especially English Learners.

Ross Valley Charter is devoting resources to ensuring the social emotional health of the students as well by staffing additional paraprofessionals and development and implementation of a social emotional mindfulness curriculum school-wide (LCAP Goal 4, Action 2). There is a great need for social emotional support both at the individual and school-wide level due to the unhappiness and anger due to prolonged isolation because of the pandemic. The kindergarten students are demonstrating high needs for social emotional learning due to the fact that because of the pandemic, many of them have never been in a formal school environment. These students are being supported with

additional paraprofessionals.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

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

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

Our Mission:

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

Our Core Beliefs:

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

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

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

Foundational Practices:

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

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

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

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

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

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

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

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

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

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

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

Our Students:

We strive for RVC graduates to embody the following attributes:

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

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

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

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

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

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

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

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

33% identified as Socioeconomically Disadvantaged, 16% as English Learners. Additionally, 10% of RVS students qualify for special education services. 54% of RVC students identify as White, 31% as Hispanic or Latino, and 10% as Two or More Races. As part of our commitment to Cultural Competency, we believe it is important to educate our students in a diverse student community. In 2022-23, we plan to expand enrollment to serve twenty additional TK-5th grade students.

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 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. 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

When this plan was written during the COVID-19 pandemic, we have limited state data available to reflect on recent successes. However, our local data demonstrates that our students are continuing to make progress despite the inherent challenges of the past two years. The benchmark data shows all grade levels making steady progress towards meeting standards in all areas with larger reading gains in grades 1, 3, 4, and 5. We will continue to support student growth through intervention in Reading, Writing, and Math.

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.

Our local assessment data indicates that while there is progress in all grades in reading, writing, and mathematics, there are a few grade levels that need more targeted support. Based on the data, we will provide targeted intervention in reading/writing and/or math. We will also provide continued intervention support for kindergarten students who are not meeting the standards. We are also continuing to see a need for increased Social Emotional Learning support for students. To address this, we will add a social emotional learning professional development focus for 2022-23 and continue to emphasize SEL in all grades.

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.

Ross Valley Charter is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Ross Valley Charter School believes educational partner engagement is critical to our work.

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:

Board reviews prior LCAP 5/12/22

Community Council reviews Prior Year LCAP and suggests revisions for 2022-23 5/13/22

Families surveyed 5/31/22.

Teaching staff review LCAP and suggests revisions for 2022 on 5/18 and 5/25.

Students provided feedback in classroom discussions and on a survey administered 6/2.

The SELPA provided feedback via email on June 13, 2022.

Board LCAP Final Draft Presentation and Public Hearing

June 9 – Public Hearing

June 16 – Final Board Approval

A summary of the feedback provided by specific educational partners.

Parents

Strengths:

- Organized and realistic LCAP plan
- Community events were great for bringing everyone together-inclusive
- School is a community
- Prioritizing Social Emotional Learning is important

Needs:

- Input from EL community
- Increase opportunities for input and feedback from Spanish-speaking families
- Bilingual staff
- Alumni family volunteers or participation
- Adding academic components to ELOP to support ELOP

Teachers/Staff/School Administrators

Strengths:

- Community Outreach Coordinator plays key role in inclusion with EL families
- All members of school community work together and step up when needed
- We have a strong start at SEL with curriculum and focus

Needs:

- More staff–classroom support, counseling
- More communication with SPED team and Gen Ed teachers
- Additional PD to strengthen SEL

Students:

Strengths:

- I feel safe because I have friends.
- I feel safe because we have peace talks.
- This school makes sure you feel welcome. They explain and make sure you know what to do.
- At this school I always feel safe and they encourage us to ask questions they should continue this.
- Good teachers and inquiry based learning.
- Helps people get smarter. Make sure the kids understand everything.
- That the teachers are great and loving and also all of the classes like PE and music are making us learn and be smart and math and all of the stuff is great.

Needs:

- I would like better school lunches and better sports equipment.
- More activities like crafts and games at recess.
- I think they could improve being more fair with the students if they get into an argument, like not taking sides with one student. I think they could improve the school lunches.
- safety at recess. Work on using words instead of using your hands.
- get a better playground for the second to fifth grader play ground
- Cleaner bathrooms and sinks. The blacktop should be partly grass.
- Trying to help kids with problems at recess.

SELPA:

Goal 1

- Consider action related to supporting SWDs towards mastery of CCSS. Ideas include training Ed. Specialist in CCSS, ensuring that IEP goals with CCSS
- Consider an action describing how general and special educators work together to implement programs/services that enable SWDs to access standards

Goal 2

- Possible outcome- RVCS parent will attend at least one SELPA Community Advisory Committee meetings (CAC) or that RVCS will identify a parent of a SWD to be their CAC representative
- Include action describing how RVCS has provided for parent voices for SWDs in the development of the LCAP, how parents of SWDs are encouraged to be involved in school planning and decision-making

Goal 3

- Action 1, consider adding and IEP goals?
- Consider adding that research and/or evidence based practices will be utilized to support students towards goal mastery for SWDs

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

The goals and actions were greatly influenced by stakeholder input.

From 2020-21 feedback the following changes were made:

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.

From 2021-22 feedback the following actions were continued:

Goal 2 We will continue our work to reduce involvement barriers and increase opportunities for input and feedback from Spanish-speaking families

Goal 3 Action 1 was modified to include IEP goals as one of the tools teachers will use for instructional planning.

Goal 4, Action 2 Mindfulness based SEL Curriculum will continue and we will provide additional professional development for teachers to support implementation.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS- aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups.	CCSS-aligned best practices.				-aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups. Data Year: 2023-24 Data Source: Local Data
All teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies (such as GLAD)	All original RVC teachers have been trained in GLAD strategies, none of the new RVC teachers have been trained in these strategies	2021-22 All teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies. Data Source: Local Data			100% of teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies (such as GLAD) Data Year: 2023-24 Data Source: Local Data
Teacher assignment - all credentialed	current baseline of teacher one teacher has emergency credential	2021-22 1 math teacher is on emergency credential Data Source: Local Data			100% credentialed Data Year: 2023-24 Data Source: Local Data
EL students access to CCSS	100% access	2021-22 100% Data Source: Local Data			100% Data Year: 2023-24 Data Source: Local Data

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CCSS Professional Development	All teachers and school Director engage in professional development in CCSS-aligned best practices in both ELA (English Language Arts) and math curriculum and instruction highlighting needs of all subgroups.	\$68,685.00	No
1.2	CCSS Materials aligned for EL	Provide broad range of high-quality, standards-aligned instructional resources that facilitate English Learner’s access to core curriculum and expand their knowledge of the world. Provide curriculum and unit development aligned to both CCSS and ELD (English Language Development) standards	\$4,885.00	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.

Overall, the actions were implemented as planned.

Successes: Full implementation of math curriculum aligned with language acquisition strategies embedded in the curriculum. There were two different professional development sessions looking at examples of best practices in ELA and math for supporting English learners. We also held a Community of Practice event where teachers taught each other strategies to support English learners, then other teacher implemented the strategies and then they all came back together to debrief on the process. The intervention teachers also hosted two professional development sessions focused on supporting specific student needs.

Challenges: Professional development was challenging because teachers were absent more frequently than usual due to Covid or quarantine requirements.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

The CCSS Professional Development and CCSS Materials aligned for EL actions have been effective as evidenced by the majority of materials being reviewed for supporting development of automaticity and CC foundational skills, 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, all teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies (such as GLAD), appropriate credentialing and assignment of teachers 100% EL students access to CCSS, 100% of pupils will have access to standards aligned materials for use at home and at school.

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

There are no changes being made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
contributions and actively seeks the input of parents before making important decisions.	contributions and actively seeks the input of parents before making important decisions.				contributions and actively seeks the input of parents before making important decisions.
The families of unduplicated students will be engaged and have access to activities.	All in-school events are free for participation, including materials and supplies. The Family Outreach Coordinator ensures that all families understand and are aware of deadlines and required permissions.	All in-school events are free for participation, including materials and supplies. The Family Outreach Coordinator ensures that all families understand and are aware of deadlines and required permissions. 2021-22 Source: Local Data			All 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 was made available for every event after school hours that necessitated childcare. 2021-22 Source: Local Data			All in-school events are accessible to all students. Families are engaged in creating student support plans with teachers and administration. Childcare will be made available for every event after school hours.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community Council Recruitment	Holding an open call to families for the Community Council and other volunteer opportunities.	\$8,558.00	No
2.2	Parent Feedback	Soliciting parent/guardian feedback through regular surveys.	\$4,279.00	No
2.3	Reducing Involvement Barriers	The School Director, and designees, will work with families and committees to identify barriers to parent involvement and inclusion; and will implement a plan to overcome these barriers	\$37,019.00	No
2.4	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.

Overall, the actions were implemented as planned.

Successes: We were able to bring the Community Council back after the pandemic and once we were able to bring parents back on to campus for outdoor meetings, attendance and engagement increased.

Challenges: Community Council is often composed of the same parents. Often parents of English Learners are unable to come to these meetings because they have to work during the day.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

The Community Council Recruitment action is effective as evidenced by at least 7 parents serving on Community Council. The Board Recruitment action is effective as evidenced by having at least two parents who serve on the Governing Board. The Parent Feedback and Reducing Involvement Barriers actions have been partially effective as evidenced by% 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, and by the "the families of unduplicated students will be engaged and have access to activities" measure..... as well as the Families of students with special needs will be supported and engaged" measure.

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

There are no changes being made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goals and Actions

Goal

Goal #	Description
3	Students will become proficient readers and writers of the English language as well as proficient mathematicians.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: CAASPP Score Reporting			
% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year’s score.	58.8% of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year’s score.	2020-21 Level 3 or 4: 55.9% Proficient: 8.8% ELPI not calculated for 2021 Data Source: Dataquest			70% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year’s score.
EL Reclassification Rate (Added in 2021-22)	2019-20 0% Data Source: Dataquest	2020-21 0% Data Source: Dataquest			
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	58.8% of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year’s score.	2020-21 Level 3 or 4: 55.9% Proficient: 8.8% ELPI not calculated for 2021 Data Source: Dataquest			100% of English learners will make progress towards English proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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). (Removed in 2021-22)</p>					
<p>Access to a broad course of study to include students with exceptional needs and unduplicated pupils</p>	<p>100% of students have access and enrollment in the seven areas identified as a broad course of study for grades TK-5. All students have access to specialized visual and performing arts classes within the regular school week as well as incorporated into their inquiry arcs. Grade 5 has access to specialized health classes. Our students</p>	<p>2021-22 100% Data Source: Local</p>			<p>100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	with IEPs are supported in all areas in accordance with their individual plans. Students who are struggling or have additional needs are supported through our Intervention & EL teacher and specialized support.				

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Common Core-aligned curriculum and instruction	Teachers will use CCSS, IEP goals, school adopted curriculum materials and develop their own materials to teach ELA and Math	\$494,231.00	No
3.2	EL Intervention	Provide support to English-language learning students from classroom teachers and specialized intervention	\$126,322.00	No
3.3	Progress Monitoring	Monitor student progress in English language reading, writing, speaking and math. This will be done using a combination of SBAC Interim Assessments, and internal assessments.	\$64,974.00	Yes
3.4	Comprehensive Intervention	Provide a comprehensive Intervention program for students who require support to reach grade level standards in ELA and Math	\$124,536.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	EL Strategies PD	All teachers and school director shall engage in professional development in scaffolding and best practices to improve academic achievement among ELs using specific EL strategies (such as GLAD).	\$63,055.00	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.

All actions were implemented as planned except that we did not have a K/1 interventionist as planned, but we were able to expand the role of our existing intervention teacher and hire a new part-time intervention teacher whose primary work is supporting English learners. The school successfully developed a clearer system of assessment that provided students, families, teachers, and administrators a solid snapshot of student strengths and needs on the standards-based trimester report cards. We successfully provided some Intervention before school, the bulk of intervention during the school day with a Homework club after school with prioritized attendance for English Learners .

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Estimated Actual expenditures for Action 3.4 Comprehensive Intervention were less than budgeted due to not having a K/1 intervention teacher as planned.

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

The Common Core-aligned curriculum and instruction, progress monitoring, and Comprehensive Intervention actions have been partially effective as evidenced by 2020-21 ELA CAASPP data showing 70.7% of students met or exceeded standards. The achievement gap between White students and other subgroups has persisted but has not been exacerbated by the distance learning circumstances. Students did not do as well on the 2020-21 Math CAASPP with 55.6% having met or exceeded standards. The EL Intervention and EL Strategies PD effectiveness is unclear. It is clear that the distance learning format was not effective for our English Learners and the only data we have to reflect upon at this time is last year's data. We anticipate data that will show the effectiveness of these actions next year.

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

The metric "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)" was removed because it seemed to duplicate the metric "% 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." The metric "EL Reclassification Rate" was added as one of the required metrics for describing English Learner progress. The number in each metric was removed because it belongs in the desired outcome column instead.

Action 1 was modified to include IEP goals as one of the tools teachers will use for instructional planning.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates	93.3% attendance averaged over all grades.	2021-22 92.76% Data Source: P-2 Report			94.5% attendance averaged over all grades.
Chronic Absenteeism rates for all students and all numerically significant subgroups	Chronic absenteeism is in the Yellow range	2020-21 All Students: 7% Hispanic: 28% White: 6.3% SED: N/A EL: N/A SWD: 12.8% Data Source: Dataquest			Chronic absenteeism will be in the Green or Blue range
Pupil Suspension for all students and all numerically significant subgroups	Pupil suspension is in the Yellow range	2020-21 All Students and subgroups: 0% Data Source: Dataquest			Pupil suspension rates will be in the Very Low or Low range
Pupil Expulsion for all students and all numerically significant subgroups	Pupil expulsion is in the Blue range	2020-21 All Students and subgroups: 0% Data Source: Dataquest			Pupil expulsion rates will be in the Very Low or Low range

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Inquiry Based Learning	Teachers will continue using the inquiry arc as the primary thematic inquiry tool Practices and will be provided with professional development to promote best practices.	\$123,361.00	No
4.2	Mindfulness based SEL Curriculum	School will continue to develop and implement its mindfulness based social emotional curriculum.	\$103,787.00	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.

Overall, the actions were implemented as planned.

Successes: All teachers engaged in inquiry based teaching using the inquiry arc. As a staff, we revisited the SEL curriculum that was designed in 2018-19 to determine what still worked, what changes needed to be made, and determined next steps. The staff decided to adopt Take 5 for SEL curriculum because of its focus on self-regulation strategies. We will use their program to build on to our existing curriculum, not to replace it.

Challenges: There were fewer field trips possible early in the year due to the pandemic. We had some teachers who were new to inquiry and it took a little time to learn how to create and implement a unit. We partnered with New School of SF to provide Professional Development on Inquiry with two visits to reset what inquiry looks like now that we have returned to full in person instruction and two visits to provide supported planning time. There have been a lot of needs for social emotional support and learning amongst our students this year, especially the youngest students who have never attended classroom based school previously due to the pandemic.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

The Inquiry Based Learning action was effective as evidenced by% of Students identify on a school survey that they engage in curriculum that is meaningful to them and the 92.76% attendance rate during this difficult pandemic year, as well as the 7% chronic absence rate during 2020-21. The Mindfulness based SEL Curriculum action has been effective as evidenced by% of Students identify on a school survey

that they have strong, safe, and healthy relationships with their peers and % with their teachers. Also, the 0% suspension and expulsion rates are evidence of the success of these actions.

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

The numbers were removed from the metrics descriptions as applicable because those numbers belong in the Desired Outcomes column. For Chronic Absence, Suspension, and Expulsion rate metrics the description "for all students and all numerically significant subgroups" was added to ensure we are achieving equitable outcomes for all students and all subgroups of students.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Diversity and Inclusion Committee	Staff and Families will be invited to attend regular meetings of the Diversity & Inclusion Committee to discuss topics, raise concerns and create opportunities	\$0.00	No
5.2	Cultural Competency Education	Provide parent education and staff education on cultural competency		No
5.3	Inclusive Content and Curriculum	Staff and teachers will be supported to use inclusive teaching materials, methods, and language	\$73,234.00	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.

Overall, the actions were implemented as planned.

Successes: DEI committee had a lot of new members this year! The Diversity and Inclusion Committee meets weekly and creates monthly newsletters focused on various areas of diversity and inclusion, such as African American History, Asian Pacific Islander Heritage, and Neurodiversity. The DEI committee also attended staff meetings to discuss how to weave these ideas into the curriculum. Each year our 5th graders get puberty education and a parent reviewed the curriculum to ensure gender inclusivity. Also, we are building our collection of resources for teachers to use for unit development to bring a DEI lens to all inquiry units. We successfully weaved cultural competency into our family events focused on literacy and math and next year hope to be able to have a stand alone cultural competency family event.

Challenges: The DEI committee has had consistent leaders due to low bandwidth of others to participate. We would like to see the group develop a greater number of parents who participate as leaders of the group.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The difference between the budgeted expenditures for Action Cultural Competency Education and the estimated actual expenditures was due to the fact we were not able to hold these events as planned this year.

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

The Diversity and Inclusion Committee action was effective as evidenced by monthly DEI committee meetings occurring this year. The Cultural Competency Education action was not effective because although we weaved cultural competency into other family events, we were not able to host at least one Parent Education event related to cultural competency this school year. The Inclusive Content and Curriculum action was effective because each thematic inquiry unit was assessed to ensure inclusion of multiple resources that represent diverse experiences.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$138,168	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.64%	0.00%	\$0.00	6.64%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Needs

In 2021, 42.1% of our Socioeconomically Disadvantaged students and 25% of English Learners met or exceeded standards on the ELA CAASPP compared to 70.7% of overall Ross Valley students who met or exceeded standards. 31.6% of our Socioeconomically Disadvantaged students and 8.3% of English Learners met or exceeded standards on the Math CAASPP compared to 55.6% of all Ross Valley students who met or exceeded standards. In 2021, 55.9% of our English Learners scored at a Level 3 or 4 on the ELPAC and the EL Reclassification rate was 0%.

Actions

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

Goal 3, Action 4 Comprehensive Intervention: The school will provide a comprehensive intervention program for students based on assessment data, English Language acquisition status, and teacher recommendation either before school, during school, or after school.

Expected Outcomes

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

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

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

Goal 3, Action 3 Progress Monitoring \$64,974 = 3.12%
 Goal 3, Action 4 Comprehensive Intervention \$ \$124,536 = 5.98%

RVC plans to increase services to high needs students by 9.1%.

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Ross Valley Charter 1:19	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	Ross Valley Charter 1:16	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,111,377.00	\$131,207.00		\$54,342.00	\$1,296,926.00	\$1,223,356.00	\$73,570.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	CCSS Professional Development	All	\$58,685.00			\$10,000.00	\$68,685.00
1	1.2	CCSS Materials aligned for EL	All		\$4,885.00			\$4,885.00
2	2.1	Community Council Recruitment	All	\$8,558.00				\$8,558.00
2	2.2	Parent Feedback	All	\$4,279.00				\$4,279.00
2	2.3	Reducing Involvement Barriers	All	\$2,677.00			\$34,342.00	\$37,019.00
2	2.4	Board Recruitment	All					\$0.00
3	3.1	Common Core-aligned curriculum and instruction	All	\$494,231.00				\$494,231.00
3	3.2	EL Intervention	All		\$126,322.00			\$126,322.00
3	3.3	Progress Monitoring	English Learners Foster Youth Low Income	\$64,974.00				\$64,974.00
3	3.4	Comprehensive Intervention	English Learners Foster Youth Low Income	\$124,536.00				\$124,536.00
3	3.5	EL Strategies PD	All	\$53,055.00			\$10,000.00	\$63,055.00
4	4.1	Inquiry Based Learning	All	\$123,361.00				\$123,361.00
4	4.2	Mindfulness based SEL Curriculum	All	\$103,787.00				\$103,787.00
5	5.1	Diversity and Inclusion Committee	All					\$0.00
5	5.2	Cultural Competency Education	All					
5	5.3	Inclusive Content and Curriculum	All	\$73,234.00				\$73,234.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,082,090	\$138,168	6.64%	0.00%	6.64%	\$189,510.00	0.00%	9.10 %	Total:	\$189,510.00
								LEA-wide Total:	\$189,510.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,974.00	
3	3.4	Comprehensive Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$124,536.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,280,496.00	\$1,181,528.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	CCSS Professional Development	No	\$63,170.00	58,912
1	1.2	CCSS Materials aligned for EL	Yes	\$5,000.00	4,200
2	2.1	Community Council Recruitment	No	\$6,425.00	6,500
2	2.2	Parent Feedback	No	\$2,550.00	2,550
2	2.3	Reducing Involvement Barriers	Yes	\$35,526.00	32,104
2	2.4	Board Recruitment	No	\$0.00	0
3	3.1	Use CCSA to guide ELA and Math Instruction		\$433,233.00	443,850
3	3.2	EL Intervention	Yes	\$132,690.00	119,244
3	3.3	Progress Monitoring	No	\$58,170.00	58,878
3	3.4	Comprehensive Intervention	No	\$182,829.00	105,039

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	EL Strategies PD	Yes	\$66,623.00	63,079
4	4.1	Inquiry Based Learning Best	No	\$115,277.00	\$118,169
4	4.2	Mindfulness based SEL Curriculum	No	\$100,277.00	\$100,277.00
5	5.1	Diversity and Inclusion Committee	No	\$0.00	0
5	5.2	Cultural Competency Education	No	\$10,000.00	0
5	5.3	Inclusive Content and Curriculum	No	\$68,726.00	\$68,726.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$110,679	\$239,839.00	\$218,627.00	\$21,212.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	CCSS Materials aligned for EL	Yes	\$5,000.00	\$4,200		
2	2.3	Reducing Involvement Barriers	Yes	\$35,526.00	\$32,104		
3	3.2	EL Intervention	Yes	\$132,690.00	\$119,244		
3	3.5	EL Strategies PD	Yes	\$66,623.00	\$63,079		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,676,950	\$110,679	0	6.60%	\$218,627.00	0.00%	13.04%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

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

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

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

Goals and Actions

Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022