

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Ross Valley Charter		
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2017 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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 will open in August 2017.

[Our mission](#)

Ross Valley Charter will provide 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

1. 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.
2. Student voice, choice, and engagement are critical to supporting student agency and knowledge construction.
3. 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.

The following chart shows the English Learners and Free or Reduced Price Meal recipients among the current students in the Ross Valley School District. RVC will attempt to attract students in these subgroups greater than the District average. As part of our commitment to Cultural Competency, we believe it is important to educate our students in a diverse student community.

	Ross Valley School District	Ross Valley Charter (target for 2017-2018)
English Learners	3.9% (90 students)	6%
Free or Reduced Price Meal recipients	9.9% (230 students)	12%

How We Serve Students

The curriculum in our multi-age classrooms will be 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 will all be called upon to create songs, skits, poetry, dance, art, games, and other performance-based representations of students' knowledge. Students will teach each other on a regular basis, so they need to know their subject matter well. Teachers will collaborate on curriculum and instruction practices to ensure consistency over the six-year program.

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

RVC teachers will function as highly motivated guides, facilitators, and coaches. They will act more as a "guide on the side" than a "sage on the stage." They will 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 will provide support and resources, ask questions, and encourage dialogue. They will also facilitate discussions regarding process and collaborative skills. Teachers will encourage students to question and wonder about things, seek information, make connections, and support each other. Teachers will be on the lookout for students with a special interest in a topic that they might like to pursue individually, and will help to make time available for that pursuit.

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

The differentiated, child-centered approach that will be 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 will include project-based learning, targeted instruction, and social/emotional learning, will allow 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 will implement individualized instruction based on data-driven assessments. The underlying belief that all students are capable of thriving academically, socially, and emotionally will guide RVC’s approach to having a solid platform of support for each learner.

RVC teachers will 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 in order for ELs to simultaneously be successful in school while they are developing English. RVC teachers will receive professional development focused on the CA ELD Standards to ensure EL students are receiving the support they need in class.

LCAP HIGHLIGHTS

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

With our initial LCAP we plan to implement the educational program as envisioned in our charter petition. We focus on three of the critical goals outlined in our charter petition:

1. All students, including all subgroups, will have access to instructional materials aligned to CCSS.
2. Parents will be an integral part of the RVC community and will participate in the governance and operation of the school, as such parents will view RVC as receptive to their input and involvement.
3. Students will become proficient readers and writers of the English language and proficient in mathematics aligned to the CCSS..

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.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

We will have our first performance data during the 2017-2018 school year. We look forward to using this year to establish a strong baseline to measure growth against in the future.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

We will have our first performance data during the 2017-2018 school year. We will use multiple measures to identify areas of need and make swift changes to program and policy in order to support our students’ learning needs.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

We will have our first performance data during the 2017-2018 school year.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

While we will not be able to demonstrate growth until we complete our first year, our charter petition outlines several ways we plan to address the needs of students in our special populations. For example, we will hire a Family Outreach and Support Coordinator who will help us support families and further EL students' academic development.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,764,133

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$817,362 or 46% of General Fund expenditures

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Our General Fund Budget includes the following other expenditures:

Certificated Salaries

\$227,433

Classified Salaries

\$116,093

Employee Benefits

\$81,624

Books and Supplies

\$163,018

Services and Other Operating Expenditures

\$358,604

\$1,310,557

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: N/A

Ross Valley Charter is in our first year of operation, so we have no Annual Update to provide. We look forward to sharing our progress in next year's LCAP.

Stakeholder Engagement

LCAP Year 2017–18

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LCAP is largely based on our founding charter petition. The petition was the result of hundreds of hours of collaborative work, including research, discussion, meetings, writing and revision. The process included teachers, administrators, Board members, parents, community members, local/national education experts and other stakeholders. RVC held over 40 meetings to shape all elements of the petition.

Please see Appendix A for a full list of the team that developed our school's charter, including areas of experience and expertise.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The group that created our charter petition brought with them a great breadth of experience and expertise. As seen in Appendix A, RVC's charter petition was designed by professionals and volunteers with expertise in school finance, childhood development, educational programming, innovation, new school start-up, school facilities, school governance, law, community outreach, fundraising, school administration, special education, executive search, diversity, design, technology and data. The seamless combination of these areas created a charter petition that fully prepares our school to provide outstanding results in teaching, learning, finance, operations and governance. When RVC opens, our Board and Leadership Council will continue to access the combined expertise of the team to make sure we are adapting and demonstrating continuous improvement based on the needs of our students, families, staff and community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

As a new charter school, we will develop a curriculum that is highly student-focused, engaging and rigorous. With the autonomy to select our own curricular materials, we must ensure we make our choices based on the needs of our students, including our students who are English learners.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18
RVC EL students perform at comparable rates of proficiency on annual CAASPP tests as Ross Valley School District EL elementary students District-wide.	<p><u>ELA</u> Ross Valley Charter: A baseline for this expected outcome will be established in year 1. Ross Valley School District: 28% of ELs met or exceeded standards; 72% nearly met or did not meet standards</p> <p><u>MATH</u></p>	<p><u>ELA</u> Ross Valley Charter students will match or exceed the percentage of RVSD students who meet or exceed ELA standards.</p> <p><u>MATH</u> Ross Valley Charter students will match or exceed the percentage of RVSD students who meet or exceed Math standards.</p>

	<p>Ross Valley Charter: A baseline for this expected outcome will be established in year 1.</p> <p>Ross Valley School District: 28% of ELs met or exceeded standards; 72% nearly met or did not meet standards</p>	
<p>100% of students, including 100% of all subgroup students, have access to instructional materials aligned to CCSS.</p>	<p>A baseline for this expected outcome will be established in year 1.</p>	<p>100% of students use CCSS-aligned curricular and instructional materials in core academic subject areas.</p>
<p>100% of teachers receive training in best practices to improve English Language proficiency.</p>	<p>A baseline for this expected outcome will be established in year 1.</p>	<p>100% of our teachers receive professional development in GLAD strategies or other research-based practices that support the achievement of English learners.</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> English learners
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- A. Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions
- B. All teachers and school director engage in professional development in CCSS-aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups.
- C. All teachers engage in professional development in best practices to improve academic achievement among ELs, using Problem Based Learning (PBL) and GLAD strategies
- D. All teachers and school director engage in professional development in scaffolding the CCSS for access for ELs
- E. Provide broad range of high-quality, standards-aligned instructional resources that facilitate EL's access to core curriculum and expand their knowledge of the world. Provide curriculum and unit development aligned to both CCSS and ELD standards

BUDGETED EXPENDITURES

2017-18

Amount	1. \$519,108
	2. \$137,270
	3. \$62,820

	4. \$37,403
Source	<ol style="list-style-type: none"> 1. General Fund 2. General Fund 3. General Fund 4. General Fund
Budget Reference	<ol style="list-style-type: none"> 1. 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #13000 Certificated Benefits 2. 70% of all certificated benefits, will be devoted to Action #1 3. 75% of accts 4100, 4200, 4325, and 4420 4. 38% of acct 5605 and 75% of accts 5863 and 5869 will be devoted to Action #1

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 2

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

Parent engagement is a cornerstone of RVC's program. We know through research that higher levels of parent participation are related to higher levels of student achievement. RVC will ensure that all parents have a voice in our school's programming and operations.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18
At least four parents serve on Leadership Council	A baseline for this expected outcome will be established in year 1.	Four or more parents serve on the Leadership Council throughout the school year.
At least two parents will serve on the Governing Board	A baseline for this expected outcome will be established in year 1.	At least two parents will serve on the Governing Board throughout the school year.
At least 80% of California School Parent Survey respondents "agree" or "strongly agree" that RVC welcomes parents' contributions and actively seeks the input of parents before making important decisions.	A baseline for this expected outcome will be established in year 1.	At least 80% of parents report that they "agree" or "strongly agree" that Ross Valley Charter welcomes their contributions and seeks input.

PLANNED ACTIONS / SERVICES

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All Disabilities <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- A. Hold annual elections among parents for the Leadership Council.
- B. Solicit parent feedback through annual surveys.
- C. Conduct periodic community meetings to consult non-Leadership Council and non-Board parents
- D. Collect and respond to parent concerns in a respectful and timely fashion.

BUDGETED EXPENDITURES

2017-18

<u>Amount</u>	1. \$20,400
	2. \$15,856
	3. \$14,250
	4. \$8,705
	5. \$1,300
	6. \$250

Source

1. General Fund
2. General Fund
3. General Fund
4. General Fund
5. General Fund
6. General Fund

Budget
Reference

1. 1300: 20% of School Director Salary
2. 2200: 40% of support staff salary
3. 2400: 25% of office manager salary
4. 3000: Benefits associated with above salaries
5. 5881: ParentSquare Communication Software
6. 5605: Printing Expense

Strategic Planning Details and Accountability

New
 Modified
 Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Proficiency in academic English is critically important to our students' success in middle school, high school, college and career. We will ensure that RVC students, including our ELs, are effective communicators and proficient in math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18
80% 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.	A baseline for this expected outcome will be established in year 1.	Ross Valley Charter students will match or exceed the percentage of RVSD students who meet or exceed ELA and Math standards.

PLANNED ACTIONS / SERVICES

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

A. Use CCSS to guide ELA and Math instruction
B. Provide support to EL students from classroom teachers and specialized intervention
C. Monitor student progress in English language reading, writing, speaking and math

BUDGETED EXPENDITURES

2017-18

Amount	1. \$519,108 same resource as Action #1 2. \$137,270 same resource as Action #1 3. \$62,820 same resource as Action #1 4. \$37,403 same resource as Action #1
Source	1. General Fund 2. General Fund 3. General Fund 4. General Fund
Budget Reference	1. 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #13000 Certificated Benefits 2. 70% of all certificated benefits, will be devoted to Action #1

3. 75% of accts 4100, 4200, 4325, and 4420
4. 38% of acct 5605 and 75% of accts 5863 and 5869 will be devoted to Action #1 Student Assessment: 5878

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18

Estimated Supplemental and Concentration Grant Funds:

\$31,239

Percentage to Increase or Improve Services:

2.4%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

We are allocating \$31,187 of General Fund revenues to RTI and English language learners. And we are allocating \$6,278 of salary and benefits to a Spanish speaking Family Outreach coordinator who will work with Spanish speaking and low income families to include assist them in achieving the full benefits of a Ross Valley Charter education.

APPENDIX A

Ross Valley Charter Planning Team

Name	Finance	Educational Programs & Childhood Development	Education Innovation	New School Start-up	School Facilities	Governance & Law	Community Outreach	Development/Fundraising	School Administration	Special Education	Executive Search	Diversity Committee	Innovation and Design	Technology and Data	RVC Board Member	RVC Identified Founder
Roni Adams		X	X	X	X	X	X		X	X			X		X	
Rana Barar	X		X			X		X				X			X	X
Liz Canning		X	X				X					X	X			X
Kate Crist		X	X							X			X		X	
Conn Hickey	X	X	X		X	X	X	X	X		X		X	X	X	
Kristi Kimball		X	X		X			X					X		X	X
Kathy Lake	X					X		X					X	X		X
Chris Lyons		X	X			X		X	X		X		X		X	X
Jason Morrison	X					X	X	X					X			X
Sharon Sagar	X	X	X	X	X	X	X	X	X	X	X		X	X	X	
Andrea Sumits		X	X			X		X			X				X	X
Arielle Sumits	X						X	X					X	X		X
Chris Tony							X						X			X
Rebecca Wicker		X	X	X				X								X
Jennifer Wolf							X									X
Guadalupe Alvarez												X				
Christina Amini	X						X					X	X			
Katherine Csizmadia							X	X					X			
Amy Ferhart		X	X									X	X			
Jenelle Ferhart		X	X	X					X			X				
Tim Heth		X	X	X		X		X								
Scott Hummel		X	X				X						X			
Emily Korrell		X	X	X				X								
Barry Price		X	X		X			X								
Deb Read							X						X			
Amanda Sheeren		X					X			X						
Adam Smith	X				X								X			
Erika Smith		X	X					X			X					
Sonya Stanley	X	X	X							X						
Alice Treves		X						X								
Angela Vidinsky		X					X					X				
Nina Watson		X	X					X								
Belynda Webb Marks							X						X			

Name	Finance	Educational Programs & Childhood Development	Education Innovation	New School Start-up	School Facilities	Governance & Law	Community Outreach	Development/Fundraising	School Administration	Special Education	Executive Search	Diversity Committee	Innovation and Design	Technology and Data	RVC Board Member	RVC Identified Founder
Catherine Woodman												X				
Madeleine Wood		X										X				