

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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: 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	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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:

Students learn best when constructing their own knowledge in a social context that offers rich and challenging

content, collaboration with fellow students and parents, and teachers acting as facilitators of this process.

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

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

Foundational Practices:

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

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

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

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

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

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

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

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

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

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

Service Learning—Each class will do at least one service learning project per year that the students help to

identify, plan, and carry out.

Our Students:

We strive for RVC graduates to embody the following attributes:

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

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

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

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

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

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

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

RVC is working to enroll a student population that is somewhat more ethnically and socio-economically diverse than the population in the Ross Valley School District. We believe that students from underserved communities in Ross Valley will particularly benefit from the progressive education approach of RVC. In fact we have more than doubled our target enrollment for English Learners and Free or Reduced Price Meal recipients.

The following chart shows the English Learners and Free or Reduced Price Meal recipients among the current

students in the Ross Valley School District. 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: 2017-2018 (CDE/Dataquest/Enrollment Report)

English Learners - 2.2% (47 students)

Free or Reduced Price Meal recipients - 10.2% (213 students)

Ross Valley Charter (target for 2017-2018):

English Learners - 6%

Free or Reduced Price Meal recipients - 12%

Ross Valley Charter Actual (at end of year 2017-2018)

English Learners - 14% (22 students)

Free or Reduced Price Meal recipients - 25% (40 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 over the six-year 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 of time 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 in order 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.

LCAP Highlights

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

In our initial LCAP we implemented the educational program as envisioned in our charter petition. And 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.

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.

In addition to these goals we have added one more goal:

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

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

As the 2017-18 school year was our first year of operation much of our data will be benchmarks for the upcoming school years. By many measures this was a successful first year. We created an inclusive and highly involved parent culture. We increased our student population by around 30% from the start of the school year, including hiring two new teachers to accommodate for the increased student population. As our student population increased, we also increased our support for English Language Learners and students who needed extra intervention services.

Using some of the preliminary data we have received for the current school year, results from the ELPAC, and initial assessment data at the start of the 2018-19 data, we will build upon this progress to ensure that we are closing any achievement gaps that exist for our unduplicated pupils.

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 do not currently have any data available from the California Dashboard, as a first year school we are setting benchmarks for upcoming school years. However, we can see that we will need to continue our work to support our English Language Learners, many of who came to our school mid-year.

Based upon internal assessments this school year, English language learners need support in attaining grade level status in reading and writing. Additionally, these students need support in gaining the language skills required to understand text rich math problems and assignments.

The steps we are going to take to address this need are as follows:

- Increased English Language Learner support
- Continued professional development for teachers and staff around strategies for better meeting the needs of English Language Learners
- Professional development for teachers and staff around Inquiry Based Learning (IBL)
- Increased standardized assessment data, and interpretation of such data to identify specific areas of need for specific students
- Creation of individualized learning plans for English Language Learners

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

As a first year school we do not have complete data as part of the LCFF Evaluation Rubrics. We do anticipate that the historic gaps that exist locally for English Language Learners will persist. The steps we we are committing to take are addressed under our evaluation of the area of greatest need.

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.

Increased or Improved Services

We are increasing and improving certain services in order to be able to achieve the following outcomes as listed in our LCAP:

-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.

-80% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.

The most significant ways we will increase or improve services for low-income students, English Learners, and foster youth:

-We are increasing intervention services and providing a comprehensive intervention program to support academic growth. This includes increased standardized assessments and data monitoring.

-We are continuing and increasing professional development and planning time for teachers to 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.

-We are increasing speech and occupational therapy service hours beyond what is available as a direct service so that, using the RTI model, we can address needs and concerns for students who may not qualify for the services but can benefit academically from the support.

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	\$1,973,527
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,364,873 or 69% 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 which total \$608,654 or 31% of General Fund total expenditures:

Certificated Salaries and Benefits
\$21,542
Classified Salaries and benefits
\$123,577
Books and Supplies

\$42,375
Services and Other Operating Expenditures
\$421,159

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$1,468,113

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Annual Measurable Outcomes

Expected

RVC EL students perform at comparable rates of proficiency on annual CAASPP tests as Ross Valley School District EL elementary students District-wide.

Actual

This was a benchmark year. Data not available to make a comparison.

Expected

100% of students, including 100% of all subgroup students, have access to instructional materials aligned to CCSS.

100% of teachers receive training in best practices to improve English Language proficiency

Actual

This goal was met.

This goal was met.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

A) Data was monitored and analyzed regarding English Learner progress in academic content knowledge to provide timely interventions

B) All teachers and school director engaged in professional development in CCSS-aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups.

C) All teachers engaged in professional development in best practices to improve academic achievement among ELs, using Problem Based Learning (PBL) and GLAD strategies

D) All teachers and school director engaged in professional development in scaffolding the CCSS for access for ELs

- 1) \$519,108
- 2) \$137,270
- 3) \$62,820
- 4) \$37,403

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

- 1) \$454,125
- 2) \$119,875
- 3) \$69,014
- 4) \$29,268

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of our teachers have previously engaged in professional development around GLAD and other EL strategies and this year we continued that professional development throughout the year. Further training was provided in Inquiry Based Learning.

In our weekly staff meetings time was set aside to monitor and analyze data to assess the development of ELLs, so that we could provide timely interventions.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Many of our students transferred in over the school year. Additionally, much of the training was done over the school year. Without comparison data available, and the limited time of implementation the overall effectiveness is difficult to gauge.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had one less teacher than budgeted because our enrollment was lower than budgeted. We spent more money on the designated 4000 and 5000 together than we had budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to continue to work towards closing the achievement gap between our EL students and their peers, we are increasing services and support to these students. This includes continued professional development, and a focus on Inquiry Based Learning.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

At least four parents serve on Leadership Council

At least two parents will serve on the Governing Board

At least 80% 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.

Actual

We had fourteen parents serve on the Leadership Council, and many more who served supporting roles

Two parents served on the Governing Board

93% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before making important decisions.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

- 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.

Actual Actions/Services

- A) Annual election among parents for the Leadership Council held.
- B) Parent feedback solicited through annual surveys.
- C) Periodic community meetings held to consult non-Leadership Council and non-Board parents
- D) Parent concerns collected and responded to in a respectful and timely fashion.

Budgeted Expenditures

- 1. \$20,400
- 2. \$15,856
- 3. \$14,250
- 4. \$8,705
- 5. \$1,300
- 6. \$250

- 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

Estimated Actual Expenditures

- 1. \$20,400
- 2. \$13,389
- 3. \$14,250
- 4. \$8,000
- 5. \$1,300
- 6. \$1,100

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

As a continued practice of the previous program which this school is based upon, and an acknowledgment that student academic achievement is tied to parent involvement we actively sought to ensure adequate parent involvement.

This involved many planning and feedback meetings, and adequate and appropriate communication between the school and home.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Given the high rate of parent involvement as measured through several metrics, the actions and services have been highly effective in meeting this goal. This includes 93% 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences. Support staff was slightly smaller than budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to work to maintain a high level of parent involvement. In addition, we are including the following action:

School Director will work with families to identify barriers to parent involvement and inclusion and develop a plan to overcome identified barriers.

This is necessary as we have some families who have significant barriers to involvement, but would like to be able to find a means to become involved.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 8

Local Priorities:

Annual Measurable Outcomes

Expected

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.

80% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.

Actual

We have established a baseline to be measured in Year 2.

We have established a baseline to be measured in Year 2.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1**Planned Actions/Services**

- 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

Actual Actions/Services

- A) CCSS used to guide ELA and Math instruction
- B) Support to EL students provided from classroom teachers and specialized intervention
- C) Student progress in English language reading, writing, speaking and math monitored through the use of internal assessments as well as through SBAC Interim Assessments.

Budgeted Expenditures

- 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
- 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

Estimated Actual Expenditures

- 1) \$454,125
- 2) \$119,875
- 3) \$69,014
- 4) \$29,268

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We are a new school that needed to adapt to evolving circumstances. Our enrollment increased by around 25% over the school year, many of these students were English Language Learners and Economically Disadvantaged students. This required an increase in services throughout the year, including hiring another staff member to provide timely interventions.

All curriculum was aligned to CCSS and this guided our classroom instruction. Student progress was monitored. When extra support was required, student were provided with support through intervention.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Many of our students transferred in over the school year. Additionally, much of the training was done over the school year. With the limited time of implementation the overall effectiveness is difficult to gauge. While we have just set our baseline data, it was notable that students did show growth on many of the Interim Assessments as the year progressed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had one less teacher than budgeted because our enrollment was lower than budgeted. We spent more money on the designated 4000 and 5000 together than we had budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We found that we needed to provide a more comprehensive Intervention program for students who require support to reach grade level standards in

ELA and Math. This includes additional time allotted for these services. This can be found in the added action to this goal for the 18-19 school year.

Stakeholder Engagement

LCAP Year: 2018-19

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.

For 2018-19 LCAP development, we underwent the following process in 2017-18:

March

3/7 - Leadership Council Reviews Current Year LCAP

3/13 - Board Reviews Current Year LCAP and Considers Plan for Development of 2018 Plan

3/28 - Teaching Staff Reviews LCAP and Suggests Revisions for 2018

April

4/3 - Diversity and Inclusion Committee/Leadership Council Reviews and Suggests Draft Revisions

4/17 - Board Reviews Draft Revisions

May

5/1 - Leadership Provides Input on Draft

5/2 - Teaching Staff Reviews LCAP and Suggests Revisions

5/8 - Board LCAP Update

June
6/12 - Board LCAP Hearing
6/26 - Board Approval

Impact on LCAP and Annual Update

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

The consultations this spring created a productive discussion that led to modifications to the three current goals and the creation of an additional goal.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Identified Need:

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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RVC EL students perform at comparable rates of proficiency on annual CAASPP tests as Ross Valley School District EL elementary students District-wide.

ELA
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

MATH
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

ELA
Ross Valley Charter EL students will match or exceed the percentage of RVSD students who meet or exceed ELA standards.

MATH
Ross Valley Charter EL students will match or exceed the percentage of RVSD students who meet or exceed Math standards.

ELA
Ross Valley Charter EL students will match or exceed the percentage of RVSD students who meet or exceed ELA standards.

MATH
Ross Valley Charter EL students will match or exceed the percentage of RVSD students who meet or exceed Math standards.

ELA
Ross Valley Charter EL students will match or exceed the percentage of RVSD students who meet or exceed ELA standards.

MATH
Ross Valley Charter EL students will match or exceed the percentage of RVSD students who meet or exceed Math standards.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

100% of students, including 100% of all subgroup students, have access to instructional materials aligned to CCSS.

A baseline for this expected outcome will be established in year 1.

100% of students use CCSS-aligned curricular and instructional materials in core academic subject areas. Curriculum and instructional materials purchased are aligned to Common Core State Standards. Any curriculum and/or instructional materials developed by RVC staff are evaluated to ensure CCSS alignment.

100% of students use CCSS-aligned curricular and instructional materials in core academic subject areas. Curriculum and instructional materials purchased are aligned to Common Core State Standards. Any curriculum and/or instructional materials developed by RVC staff are evaluated to ensure CCSS alignment.

100% of students use CCSS-aligned curricular and instructional materials in core academic subject areas. Curriculum and instructional materials purchased are aligned to Common Core State Standards. Any curriculum and/or instructional materials developed by RVC staff are evaluated to ensure CCSS alignment.

100% of teachers receive training in best practices to improve English Language proficiency.

A baseline for this expected outcome will be established in year 1.

100% of our teachers receive professional development in GLAD strategies or other research-based practices that support the achievement of English learners.

100% of our teachers receive continued professional development in GLAD strategies or other research-based practices that support the achievement of English learners, and share strategies and practices with their peers in staff meetings.

100% of our teachers receive share GLAD strategies or other research-based practices that support the achievement of English learners with their colleagues in staff meetings.

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:

Students to be Served

Location(s)

All Students, Specific Student Groups, English Language Learners

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A) Analyze data and monitor English Learner

A) Analyze data and monitor English Learner

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

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 Inquiry Based Learning (IBL) 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

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 Inquiry Based Learning (IBL) 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

Year	2017-18	2018-19	2019-20
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Amount

- 1) \$519,108
- 2) \$137,270
- 3) \$62,820
- 4) \$37,403

\$172,780

\$172,780

Source

- 1) General Fund
- 2) General Fund
- 3) General Fund
- 4) General Fund

- 1) 10% of all certificated teacher salaries (\$96,769)
- 2) 10% of School Director's salary (\$14,362)
- 3) 100% of field trip expenses (\$23,700)
- 4) 100% of educational materials (\$14,950)
- 5) 100% of professional development (\$23,000)

- 1) 10% of all certificated teacher salaries (\$96,769)
- 2) 10% of School Director's salary (\$14,362)
- 3) 100% of field trip expenses (\$23,700)
- 4) 100% of educational materials '4100, 4200, 4320, 4325, 4420 (\$14,950)
- 5) 100% of professional development (\$23,000)

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

- 1) 1100, 1103, 1148, 1200, 3100, 3300, 3400, 3500, 3600
- 2) 1300, 3100, 3300, 3400, 3500, 3600
- 3) 5830
- 4) 4100, 4200, 4320, 4325, 4420
- 5) 5863

- 1) 1100, 1103, 1148, 1200, 3100, 3300, 3400, 3500, 3600
- 2) 1300, 3100, 3300, 3400, 3500, 3600
- 3) 5830
- 4) 4100, 4200, 4320, 4325, 4420
- 5) 5863

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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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.

Four or more parents serve on the Leadership Council throughout the school year.

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 two parents will serve on the Governing Board throughout the school year.

At least two parents will serve on the Governing Board throughout the school year.

At least 80% 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.

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.

At least 80% of parents report that they “agree” or “strongly agree” that Ross Valley Charter welcomes their contributions and seeks input.

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

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:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A) Hold annual elections among parents for the Leadership Council.
B) Solicit parent feedback through annual

A) Hold annual elections among parents for the Leadership Council.
B) Solicit parent feedback through annual

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.

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.

E) School Director will work with families to identify barriers to parent involvement and inclusion and develop a plan to overcome identified barriers.

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.

E) School Director will work with families to identify barriers to parent involvement and inclusion and develop a plan to overcome identified barriers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$20,400 2. \$15,856 3. \$14,250 4. \$8,705 5. \$1,300 6. \$250	\$88,013	\$88,013
Source	1. General Fund 2. General Fund 3. General Fund 4. General Fund 5. General Fund 6. General Fund	1) 20% of School Director salary and benefits (\$28,723) 2) 5% Certificated Teachers salary and benefits (\$48,384) 3) 5% all classified salary and benefits (\$10,905)	1) 20% of School Director salary and benefits (\$28,723) 2) 5% Certificated Teachers salary and benefits (\$48,384) 3) 5% all classified salary and benefits (\$10,905)

Year

2017-18

2018-19

2019-20

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

- 1) 1100, 1103, 1148, 1200, 3100, 3300, 3400, 3500, 3600
- 2) 1300, 3100, 3300, 3400, 3500, 3600
- 3) 2100, 2200, 2300, 2400, 2900, 3300, 3400, 3500, 3600

- 1) 1100, 1103, 1148, 1200, 3100, 3300, 3400, 3500, 3600
- 2) 1300, 3100, 3300, 3400, 3500, 3600
- 3) 2100, 2200, 2300, 2400, 2900, 3300, 3400, 3500, 3600

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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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.

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.

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.

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.

80% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.

A baseline for this expected outcome will be established in year 2.

80% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.

80% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.

80% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.

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:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

A) Use CCSS to guide ELA and Math instruction
 B) Provide support to EL students from classroom teachers and specialized intervention

2018-19 Actions/Services

A) Use CCSS to guide ELA and Math instruction
 B) Provide support to EL students from classroom teachers and specialized intervention

2019-20 Actions/Services

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.

C) Monitor student progress in English language reading, writing, speaking and math. This will be done through the use of a combination of NWEA MAP Growth Assessments, SBAC Interim Assessments, and internal assessments.
 D) Provide a comprehensive Intervention program for students who require support to reach grade level standards in ELA and Math

C) Monitor student progress in English language reading, writing, speaking and math. This will be done through the use of a combination of NWEA MAP Growth Assessments, SBAC Interim Assessments, and internal assessments.
 D) Provide a comprehensive Intervention program for students who require support to reach grade level standards in ELA and Math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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	\$691,151	\$691,151
Source	1) General Fund 2) General Fund 3) General Fund 4) General Fund	1) 65% of certificated teachers salary and benefits (\$628,997) 2) 25% of School Director Salary and Benefits (\$35,904) 3) 75% of Special Ed contracted services (\$26,250)	1) 65% of certificated teachers salary and benefits (\$628,997) 2) 25% of School Director Salary and Benefits (\$35,904) 3) 75% of Special Ed contracted services (\$26,250)

Year

2017-18

2018-19

2019-20

**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

1) 1100, 1103, 1148, 1200, 3100, 3300, 3400, 3500, 3600
 2) 1300, 3100, 3300, 3400, 3500, 3600
 3) 5869

1) 1100, 1103, 1148, 1200, 3100, 3300, 3400, 3500, 3600
 2) 1300, 3100, 3300, 3400, 3500, 3600
 3) 5869

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 6, 8

Local Priorities:

Identified Need:

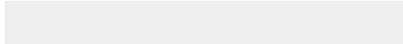
We have students with diverse needs and interests. When students engage in curriculum that is meaningful to them, as individuals, they will become more proficient in the related content. Students also need to have strong, safe, and healthy relationships with their peers and teachers in order to make this a possibility. This provides students with the agency needed to empower themselves to create a meaningful understanding of the curriculum. This goal will meet the needs of all students, regardless of subgroup.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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At least 80% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.

A baseline will be created based upon the results of our school student survey in the 18-19 school year.

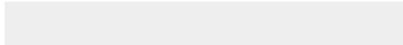


At least 80% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.

At least 80% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.

At least 80% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.

A baseline will be created based upon the results of our school student survey in the 18-19 school year.

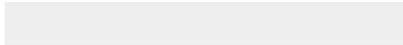


At least 80% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.

At least 80% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.

At least 80% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.

A baseline will be created based upon the results of our school student survey in the 18-19 school year.



At least 80% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.

At least 80% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.

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:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

A) Teachers will receive training in inquiry based learning
 B) School will develop and adopt a comprehensive social-emotional learning curriculum

2019-20 Actions/Services

A) Teachers will receive training in inquiry based learning
 B) School will develop and adopt a comprehensive social-emotional learning curriculum

C) Classroom and school wide behavior expectations will be created and adopted
 D) Enrichment schedule will be developed to enable teachers at the same grade levels to meet together weekly to plan curriculum.
 E) RVC will provide access to an onsite school counselor for students in need.

C) Classroom and school wide behavior expectations will be created and adopted
 D) Enrichment schedule will be developed to enable teachers at the same grade levels to meet together weekly to plan curriculum.
 E) RVC will provide access to an onsite school counselor for students in need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA New Goal	\$252,061	\$252,061
Source	N/A	1) 10% of certificated teachers salary and benefits (\$96,769) 2) 20% of School Director Salary and Benefits (\$28,723) 3) 100% of Classified Instructors Salary and Benefits (\$86,089) 4) 25% of Office Manager Salary and Benefits (\$16,925) 5) 25% of Office Support Salary and Benefits (\$9,946) 6) 100% of art/music/PE supplies (\$4,860) 7) 25% of Special Ed contracted services (\$8,750)	1) 10% of certificated teachers salary and benefits (\$96,769) 2) 20% of School Director Salary and Benefits (\$28,723) 3) 100% of Classified Instructors Salary and Benefits (\$86,089) 4) 25% of Office Manager Salary and Benefits (\$16,925) 5) 25% of Office Support Salary and Benefits (\$9,946) 6) 100% of art/music/PE supplies (\$4,860) 7) 25% of Special Ed contracted services (\$8,750)

Year

2017-18

2018-19

2019-20

**Budget
Reference**

N/A

- 1) 1100, 1103, 1148, 1200, 3100, 3300, 3400, 3500, 3600
- 2) 1300, 3100, 3300, 3400, 3500, 3600
- 3) 2100, 3100, 3300, 3400, 3500, 3600
- 4) 2300, 3100, 3300, 3400, 3500, 3600
- 5) 2400, 3100, 3300, 3400, 3500, 3600
- 6) 4326,
- 7) 5869

- 1) 1100, 1103, 1148, 1200, 3100, 3300, 3400, 3500, 3600
- 2) 1300, 3100, 3300, 3400, 3500, 3600
- 3) 2100, 3100, 3300, 3400, 3500, 3600
- 4) 2300, 3100, 3300, 3400, 3500, 3600
- 5) 2400, 3100, 3300, 3400, 3500, 3600
- 6) 4326,
- 7) 5869

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% of LCFF revenues

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.

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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$67,242

Percentage to Increase or Improve Services

4.80 % of non-supplemental LCFF funds

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.

- 1) We are providing additional support for RTI and EL learners and 75% of this is devoted to unduplicated pupils totaling \$34,454
- 2) We employ a Spanish speaking EL parent and student support coordinator who will work with Spanish speaking families, who are at least 75% unduplicated, to assist them in achieving the full benefits of a Ross Valley Charter education. 75% of her salary and benefits totals \$12,432.
- 3) Our counselor spends 50% more of her time on unduplicated pupils compared to all students, totaling \$1,850.
- 4) Our certificated staff (excluding staff described in item #1 above) spends 10% more of their time on unduplicated pupils compared to all students. 10% of certificated salaries and benefits = \$96,769
- 5) Our school director spends 10% more of their time on unduplicated pupils compared to all students. 10% of certificated salaries and benefits = \$14,362
- 6) We have budgeted \$1,000 for Free and Reduced Price Meals.

These all total \$160,867 or \$93,625 more than RVC receives in Supplemental Grant funding.