

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ross Valley Charter

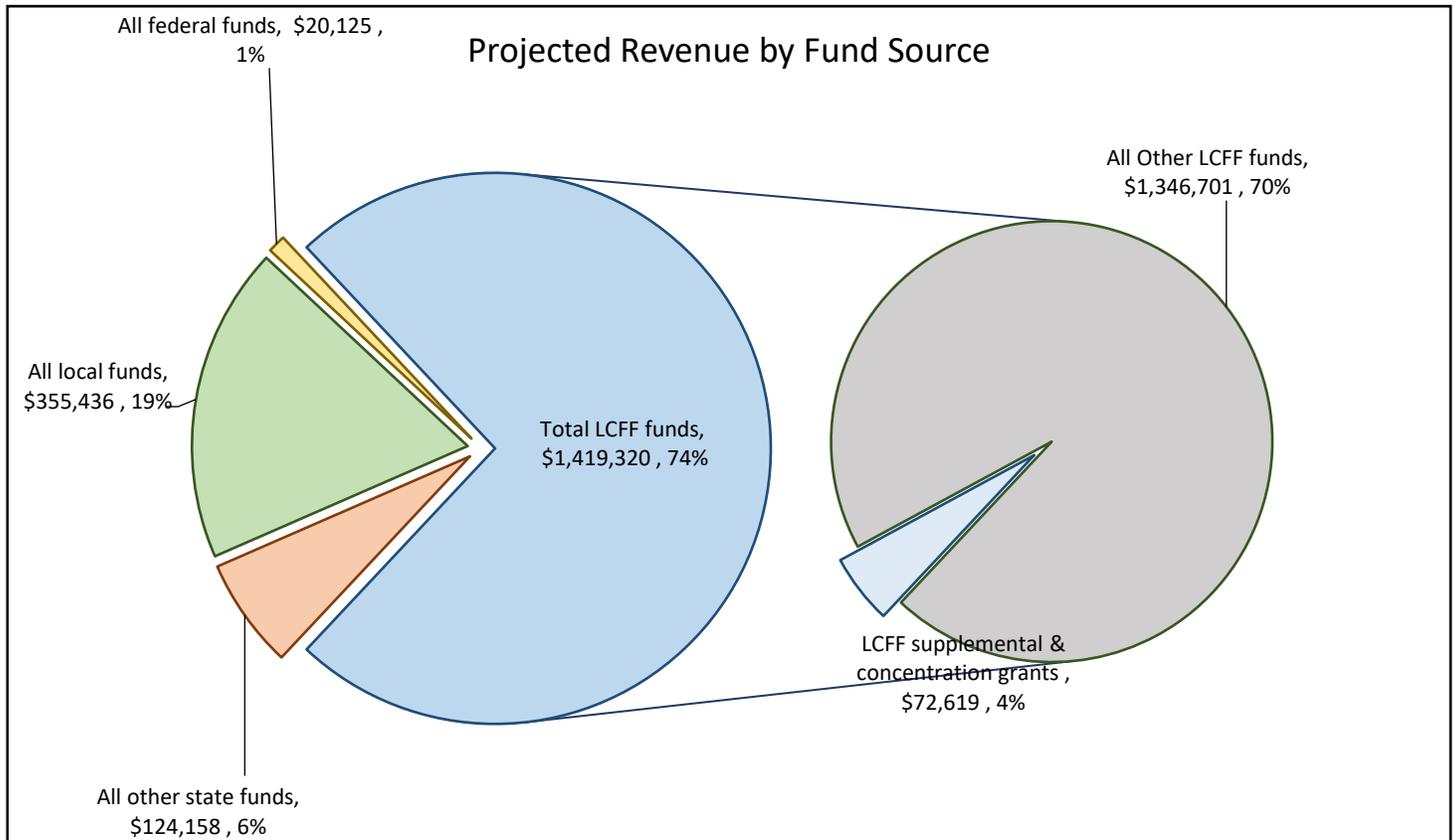
CDS Code: 21 77065 0135350

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Luke Duchene, 415-534-6970; luke.duchene@rossvalleycharter.org

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

## Budget Overview for the 2019-20 LCAP Year

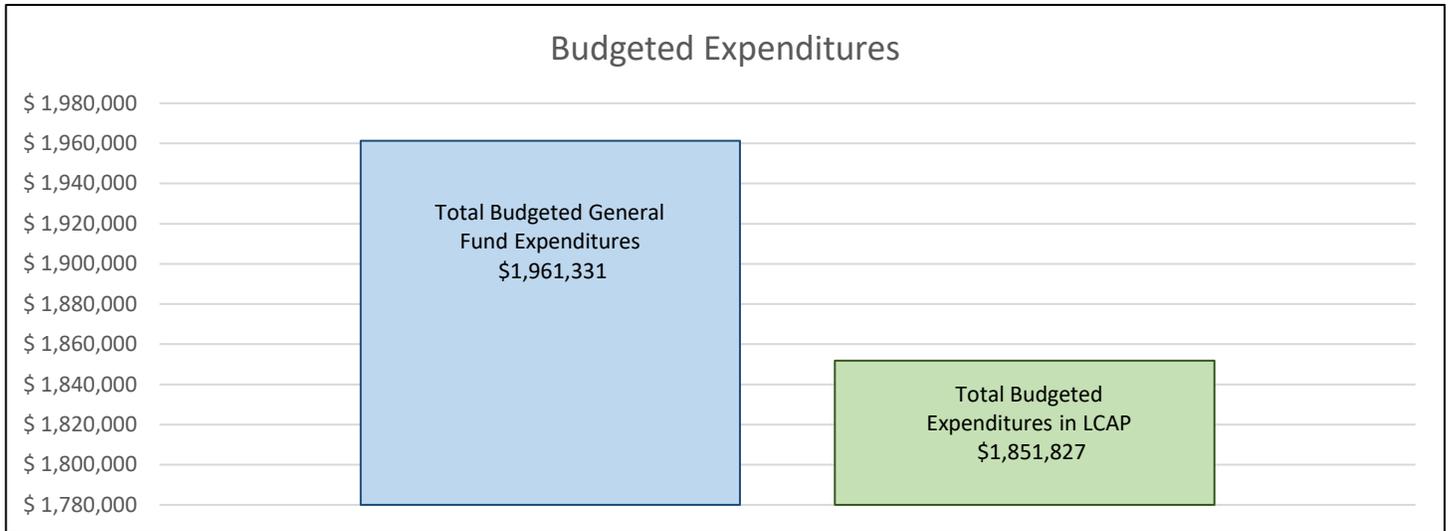


This chart shows the total general purpose revenue Ross Valley Charter expects to receive in the coming year from all sources.

The total revenue projected for Ross Valley Charter is \$1,919,039.00, of which \$1,419,320.00 is Local Control Funding Formula (LCFF), \$124,158.00 is other state funds, \$355,436.00 is local funds, and \$20,125.00 is federal funds. Of the \$1,419,320.00 in LCFF Funds, \$72,619.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Ross Valley Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Ross Valley Charter plans to spend \$1,961,331.00 for the 2019-20 school year. Of that amount, \$1,851,827.00 is tied to actions/services in the LCAP and \$109,504.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

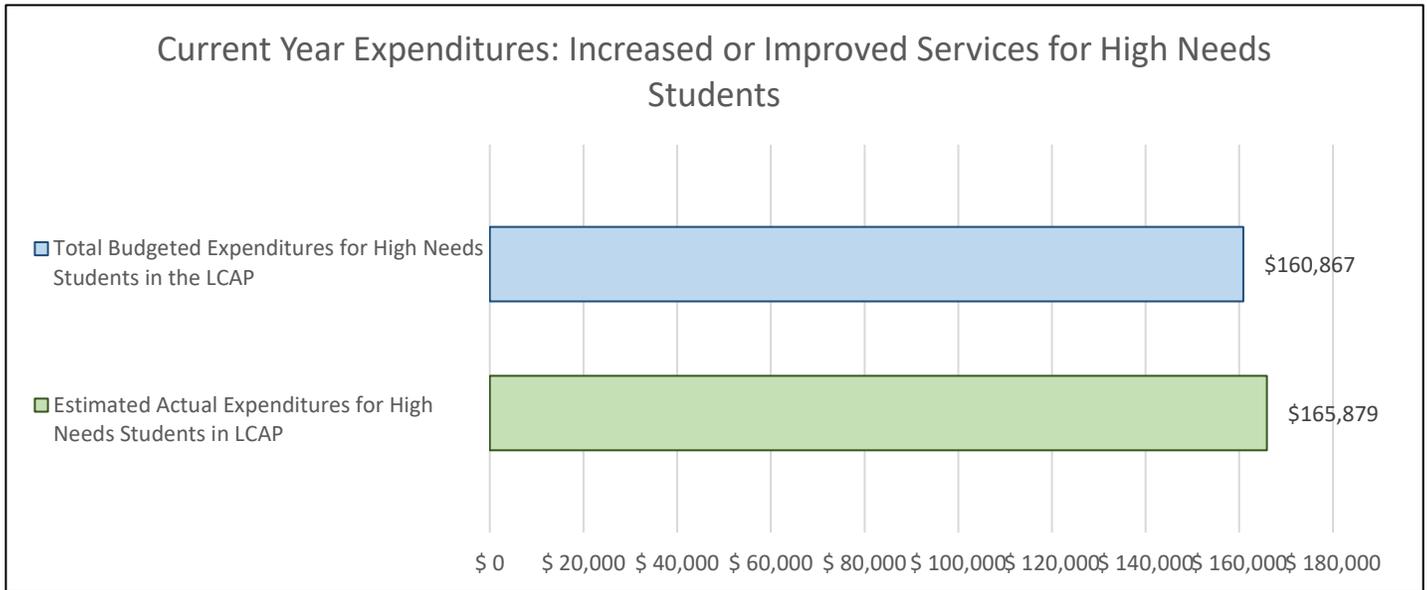
After school programs that provide day care and enrichment classes

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Ross Valley Charter is projecting it will receive \$72,619.00 based on the enrollment of foster youth, English learner, and low-income students. Ross Valley Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Ross Valley Charter plans to spend \$171,827.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Ross Valley Charter's LCAP budgeted \$160,867.00 for planned actions to increase or improve services for high needs students. Ross Valley Charter estimates that it will actually spend \$165,879.00 for actions to increase or improve services for high needs students in 2018-19.

# 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)

[California School Dashboard](#): 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
Ross Valley Charter	Luke Duchene School Director	<a href="mailto:luke.duchene@rossvalleycharter.org">luke.duchene@rossvalleycharter.org</a> 415-534-6970

## 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 2018-2019)

English Learners - 16% (28 students)

Free or Reduced Price Meal recipients - 27% (46 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 four 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 as well as proficient mathematicians.
4. Students will be engaged in curriculum that is meaningful to them, in a safe and inclusive environment

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

## **Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 2018-19 school year was our second year of operation the California School Dashboard only has one year of data and so most performance categories do not have enough data for the indicators. However, we do believe that by many measures this was a successful second year. We implemented a social and emotional learning program. We increased our student population by around 12% from the start of the school year.

Using a standardized measure, CAASPP scores, our greatest area of progress has been (based upon preliminary 2018-19 results) has been improving our cumulative Math and English Language Arts scores from the prior school year. Our results last year were better than the state average and these were better still. Having had many of the same students for now two school years we see the positive effects of academic program.

Our low-income students and English Learners benefited from continued support from their classrooms teachers and our Intervention and English Language Learner support teacher. This work will continue. In addition we will be adopting a new Foundational Reading Skills instruction program aligned with the Common Core State Standards, including providing additional professional development in Math and English Language Arts instruction for our teachers.

Referring to the California School Dashboard, 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**

As the 2018-19 school year was our second year of operation the California School Dashboard only has one year of data and so most performance categories do not have enough data for the indicators. However, we can see that we will need to continue our work to support our English Language Learners and Low-Income students.

Based upon internal Fountas and Pinnel reading assessments this school year, our English Language Learners made steady progress towards attaining grade level status in reading and writing, but more work is to be done for these students to make the significant jumps towards grade level. 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 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 California School Dashboard, 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 mentioned above, our English Language Learners and Low Income students are below the “all student” performance in both English Language Arts and Math. We are taking the specific steps listed above to address these performance gaps. We will continue to monitor and evaluate throughout the school year to ensure that we are taking the needed steps to address this issue.

# Annual Update

LCAP Year Reviewed: 2019-20

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	Actual
100% of students, including 100% of all subgroup students, have access to instructional materials aligned to CCSS.	This goal was met
100% of teachers receive training in best practices to improve English Language proficiency	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
<p>A) Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions</p> <p>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.</p> <p>C) All teachers engage in professional development in best practices to improve academic achievement among ELs, using Problem Based Learning (PBL) and GLAD strategies</p> <p>D) All teachers and school director engage in professional development in scaffolding the CCSS for access for ELs</p>	<p>A) Data was monitored and analyzed regarding English Learner progress in academic content knowledge to provide timely interventions</p> <p>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.</p> <p>C) All teachers engaged in professional development in best practices to improve academic achievement among ELs, using Problem Based Learning (PBL) and GLAD strategies</p> <p>D) All teachers and school director engaged in professional development in scaffolding the CCSS for access for ELs</p>	<p>1) \$518,396</p> <p>2) \$158,445</p> <p>3) \$47,389</p> <p><u>4) \$44,895</u></p> <p>Total= \$724,229</p> <p>1) 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #1 3000 Certificated Benefits</p> <p>2) 70% of all certificated benefits, will be devoted to Action #1</p> <p>3) 75% of accts 4100, 4200, 4325, and 4420</p> <p>4) 38% of acct 5605 and 75% of accts 5863 and 5869 will be devoted to Action #1</p>	<p>1) \$518,184</p> <p>2) \$154,184</p> <p>3) \$3,690</p> <p><u>4) \$65,270</u></p> <p>Total = \$741,312</p>

# 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.

We have found that the steps taken this past year were not enough. While students did make steady progress, our unduplicated pupils require growth at an increased rate in order to reach grade level standard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences. Less was spent on 4000 accounts and more was spent on PD and Special Ed

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 adopting a new Foundational Reading Skills instruction program aligned with the Common Core State Standards including related professional development for the classroom teachers.

## 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	Actual
At least four parents serve on Leadership Council	We had twelve parents serve on the Leadership Council, and many more who served supporting roles
At least two parents will serve on the Governing Board	Three parents served 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.	96% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before making important decisions.

### Actions / Services

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
<p>A) Hold annual elections among parents for the Leadership Council.</p> <p>B) Solicit parent feedback through annual surveys.</p> <p>C) Conduct periodic community meetings to consult non- Leadership Council and non- Board parents</p> <p>D) Collect and respond to parent concerns in a respectful and timely fashion.</p>	<p>A) Annual election among parents for the Leadership Council held.</p> <p>B) Parent feedback solicited through annual surveys.</p> <p>C) Periodic community meetings held to consult non-Leadership Council and non-Board parents</p> <p>D) Parent concerns collected and responded to in a respectful and timely fashion.</p>	<p>1. \$22,440</p> <p>2. \$13,320</p> <p>3. \$15,111</p> <p>4. \$8,000</p> <p>5. \$1,300</p> <p>6. <u>\$250</u></p> <p>\$60,381</p> <p>1. 1300: 20% of School Director Salary</p> <p>2. 2200: 40% of support staff salary</p> <p>3. 2400: 25% of office manager salary</p> <p>4. 3000: Benefits associated with above salaries</p> <p>5. 5881: ParentSquare Communication Software</p> <p>6. 5605: Printing Expense</p>	<p>1. \$22,440</p> <p>2. \$18,400</p> <p>3. \$9,350</p> <p>4. \$8,000</p> <p>5. \$1,300</p> <p>6. <u>\$250</u></p> <p>\$59,740</p>

## 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, including a new ELAC, and adequate and appropriate communication between the school and home.

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.

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 96% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before making important decisions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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 our Diversity and Inclusion Committee 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	Actual
<b>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.</b>	Percent All Students Grew One Year ELA: 85.96% Percent All Students Grew One Year Math: 84.21% Percent Subgroups Grew One Year ELA: 93.33% Percent Subgroups Grew One Year Math: 86.67% Percent All Students Exceeded Prior Year Level ELA: 19.30% Percent All Students Exceeded Prior Year Level Math: 24.56% Percent Subgroups Exceeded Prior Year Level ELA: 33.33% Percent Subgroups Exceeded Prior Year Level Math: 13.33%
<b>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.</b>	Results not finalized prior to annual LCAP update

## 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
<p>A) Use CCSS to guide ELA and Math instruction</p> <p>B) Provide support to EL students from classroom teachers and specialized intervention</p> <p>C) Monitor student progress in English language reading, writing, speaking and math</p>	<p>A) CCSS used to guide ELA and Math instruction</p> <p>B) Support to EL students provided from classroom teachers and specialized intervention</p> <p>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.</p>	<p>1) \$518,396</p> <p>2) \$158,445</p> <p>3) \$47,389</p> <p>4) <u>\$44,895</u></p> <p>Total= \$724,229</p> <p>1) 75% of all certificated teacher salaries and 20% of School Director's salary, will be devoted to Action #1</p> <p>3000 Certificated Benefits</p> <p>2) 70% of all certificated benefits, will be devoted to Action #1</p> <p>3) 75% of accts 4100, 4200, 4325, and 4420</p> <p>4) 38% of acct 5605 and 75% of accts 5863 and 5869 will be devoted to Action #1</p>	<p>1) \$518,184</p> <p>2) \$154,184</p> <p>3) \$3,690</p> <p>4) <u>\$65,270</u></p> <p>Total = \$741,312</p>

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

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

As measured by the CAASPP ELA and Math results (ELPAC Summative results were not posted at the writing of this LCAP document) 80% of students or more achieved one year of growth as compared to the prior year's results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences. Less was spent on 4000 accounts and more was spent on PD and Special Ed

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.

A review of our curriculum and practices was conducted in June, 2019 to assess the effectiveness of our English Language Arts program. We found that a consistent Foundational Reading Skills instruction program aligned with the Common Core State Standards was needed in order create more consistent growth for our English Language Learners. Targeted professional development for staff will be provided in the 2019-20 school year.

## 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:

### Annual Measurable Outcomes

Expected	Actual
At least 80% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.	87% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.
At least 80% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.	92% 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.	97% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.

### 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) Teachers will receive training in inquiry based learning B) School will develop and adopt a comprehensive social emotional learning curriculum	A) Teachers receive training in inquiry based learning B) School began developing a social emotional learning curriculum based on mindfulness.	\$20,000 of 5863 PD	20,000 of 5863 PD

## 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.

A comprehensive social and emotional learning curriculum was developed and implementation began in the 2018-29 school year.

Teachers received monthly trainings in Inquiry Based Learning through our partnership with New School San Francisco.

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

We exceeded our expected measurable outcomes for this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

No changes were made to this goal, expected outcomes, metrics, or actions and services to achieve this goal.

# Stakeholder Engagement

LCAP Year: **2019-20**

## 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?

For 2019-20 LCAP development, we underwent the following process in 2018-19:

March

### **March**

3/7 - Board Review Current Year LCAP

### **April**

4/3 - Teaching Staff Review LCAP and Suggests Revisions for 2019

4/4 - ELAC and Diversity Committee Review Current Year LCAP and Suggests Revisions for 2019

4/15 - Board Reviews Draft Revisions

### **May**

5/2 - ELAC and Leadership Council Provides Input on Final Draft

5/13 - Board LCAP Final Draft Presentation and Public Discussion

### **June**

6/12 - Board Approval of Final LCAP

## Impact on LCAP and Annual Update

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

The discussions resulted in the unanimous decision that we did not need to add any new goals.

# 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)

Unchanged Goal

## 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 Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>RVC EL students perform at comparable rates of proficiency on annual CAASPP tests as Ross Valley School District EL elementary students District-wide.</p>	<p><b>ELA</b>            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><b>MATH</b>            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><b>ELA</b>            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><b>MATH</b>            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><b>ELA</b>            Ross Valley Charter EL students will match or exceed the percentage of RVSD students who meet or exceed ELA standards.</p> <p><b>MATH</b>            Ross Valley Charter EL students will match or exceed the percentage of RVSD students who meet or exceed Math standards.</p>	<p><b>ELA</b>            Ross Valley Charter EL students will match or exceed the percentage of RVSD students who meet or exceed ELA standards.</p> <p><b>MATH</b>            Ross Valley Charter EL students will match or exceed the percentage of RVSD students who meet or exceed Math 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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>100% of teachers receive training in best practices to improve English Language proficiency.</b></p>	<p>A baseline for this expected outcome will be established in year</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>	<p>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.</p>	<p>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.</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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students, Specific Student Groups, English Language Learners

Ross Valley Charter

### 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

Unchanged

Unchanged

Unchanged

## 2017-18 Actions/Services

- 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

## 2018-19 Actions/Services

- 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 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

## 2019-20 Actions/Services

- 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 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
Amount	\$756,601	\$724,229	\$800,000
Source	17-18 LCAP	18-19 LCAP	19-20 Budget
Budget Reference			

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

Unchanged Goal

## 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 Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At least four parents serve on Leadership Council	A baseline for this expected outcome will be established in year 1	14 parents served on the Leadership council	12 parents served on the Leadership council	At least 10 parents will serve on the Leadership Council
At least two parents will serve on the Governing Board	A baseline for this expected outcome will be established in year 1	Two parents served on the board	Three parents served on the board	At least two parents will serve on the 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.	A baseline for this expected outcome will be established in year 1	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.	96% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before making important decisions.	At least 90% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before making important decisions.

# 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students, Specific Student Groups, English Language Learners

Ross Valley Charter

### 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

Unchanged

Unchanged

Unchanged

2017-18 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.

2018-19 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.
- E) School Director will work with families to identify barriers to parent involvement and inclusion and develop a plan to overcome identified barriers.

2019-20 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.
- 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	\$60,761	\$60,381	\$60,000
Source	17-18 LCAP	18-19 LCAP	19-20 Budget
Budget Reference			

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

Unchanged Goal

### **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 and math 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	2018-19	2019-20
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.	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 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 1.	A baseline for this expected outcome will be established in year 1.	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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students, Specific Student Groups, English Language Learners

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Ross Valley Charter

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

## 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
- 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.

## 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
- C) Monitor student progress in English language reading, writing, speaking and math. This will be done through the use of a combination 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

## 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. This will be done through the use of a combination of 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	\$756,601	\$724,229	\$800,000
Source	17-18 LCAP	18-19 LCAP	19-20 Budget
Budget Reference			

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

Unchanged Goal

## 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 Measurable Outcomes

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

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students, Specific Student Groups, English Language Learners

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Ross Valley Charter

### Actions/Services

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

Did not exist in 2017-18

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

New

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

Unchanged

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 continue using the inquiry arc as the primary thematic inquiry tool.
- B) School will continue to develop its mindfulness based social emotional curriculum.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$20,000	[\$20,000]
Source	NA	18-19 LCAP	19-20 Budget
Budget Reference	NA		

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 72,619

5.1% 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 (see instructions).

- 1) We are providing additional support for RTI and EL learners and 75% of this is devoted to unduplicated pupils totaling \$24,000
- 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 \$15,594.
- 3) Our counselor spends 50% more of her time on unduplicated pupils compared to all students, totaling \$1,800.
- 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 = \$95,895
- 5) Our school director spends 10% more of their time on unduplicated pupils compared to all students. 10% of certificated salaries and benefits = \$14,538
- 6) We have spent \$20,000 for Free and Reduced Price Meals.

These all total \$172,727 or \$100,108 more than RVC receives in Supplemental Grant funding.