

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary [2021-22]

### General Information

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

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

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

Our Mission:

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

Our Core Beliefs:

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

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

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

#### Foundational Practices:

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

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

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

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

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

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

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

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

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

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

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

## Our Students:

We strive for RVC graduates to embody the following attributes:

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

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

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

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

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

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

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

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

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

## 2019-20 Demographic Data (Dataquest)

### How We Serve Students

The curriculum in our multi-age classrooms is flexible and open-ended enough to address the wide range of developmental abilities, learning styles, and interests of students while meeting Common Core State Standards. Creativity, adaptability, imagination, and working collaboratively are all be called upon to create songs, skits, poetry, dance, art, games, and other performance-based representations of students' knowledge. Students teach each other on a regular basis, so they need to know their subject matter well.

Teachers collaborate on curriculum and instruction practices to ensure consistency throughout the program.

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

RVC teachers function as highly motivated guides, facilitators, and coaches. They act more as a "guide on the side" than a "sage on the stage." They support student learning by presenting students with a question, problem, or situation to work on together, puzzle it out, research, make mistakes, and continue trying.

Teachers provide support and resources, ask questions, and encourage dialogue. They also facilitate discussions regarding process and collaborative skills. Teachers encourage students to question and wonder about things, seek information, make connections, and support each other. Teachers are on the lookout for students with a special interest in a topic that they might like to pursue individually, and help to make time available for that pursuit.

The teachers' educational goals include fostering the students' creativity and curiosity, self-reliance, social responsibility, artistic expression, critical thinking, and collaboration skills. The RVC's curriculum, philosophy, and instructional methodology encourage the students to behave responsibly and appropriately in the classroom, at home, and in the community.

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

The differentiated, child-centered approach used at Ross Valley Charter has been designed to ensure that the learning style of each individual student is incorporated into the learning process. RVC's integrated instructional approach, which includes inquiry- based learning, targeted instruction, and social/emotional learning, allows teachers to create a differentiated and personalized learning program based on individual student profiles, including those of special needs populations (English Learners, Gifted, At-Risk of Low Achieving, Low

Socioeconomic, and Special Education). To this end, teachers implement individualized instruction based on data-driven assessments. The underlying belief that all students are capable of thriving academically, socially, and emotionally guide RVC's approach to having a solid platform of support for each learner.

RVC teachers use the CA ELD Standards. These standards are not intended to replace the Common Core State Standards for ELA but instead to amplify the language knowledge, skills, and abilities of those Common Core State Standards that are critical for ELs to simultaneously be successful in school while they are developing English. RVC teachers receive professional development focused on the CA ELD Standards to ensure EL students are receiving the support they need in class.

## Reflections: Successes

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

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

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

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

Growth was seen by all subgroups.

Our Latino/Hispanic scores improved significantly:

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

Our Economically Disadvantaged scores improved significantly:

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

Our English Learner scores improved significantly:

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

All Dashboard Local Indicators were met:

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Regarding our Chronic Absenteeism rate, through our School Attendance Review Board we have identified the challenges many of our families have been facing in ensuring that their children are able to attend school regularly. We've found that our Chronic Absenteeism rate is related, in part, to the families who are attracted to a school like ours. In particular, as a school in Marin County where there are many small districts with strict residency policies, families who have insecure housing face hurdles if they move frequently. As we accept students no matter where they live in California, we attract families with these challenges. We also attract families of students who have a history of attendance issues prior to enrolling at Ross Valley Charter. Lastly, we have also found that we have several families that choose travel during the school year, thereby missing out on valuable instructional time. Ross Valley Charter does provide independent study for instances where students need to be out for extended periods of time.

Through more regular direct communication with the families regarding attendance we have started to see an improvement in absenteeism. We have also found that this requires diligence as an increasing number of our families are facing economic and emotional stress which can impact attendance. We are either providing or connecting families with resources to help them overcome these obstacles.

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

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

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In our initial LCAP we implemented the educational program as envisioned in our charter petition. For our 2021 -24 LCAP we focus on maintaining the successes of our program and continuous improvement towards of outcomes for our students. We focus on these critical goals:

1. All students, including all subgroups will have access to rigorous instructional materials aligned to CCSS.
2. Families are an integral part of the RVC community and will participate in the governance and operation of the school, as such parents will view RVC as receptive to their input and involvement.
3. Students will become proficient readers and writers of the English language as well as proficient mathematicians.
4. Students will be engaged in curriculum that is meaningful to them, in a safe and inclusive environment

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

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

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

LCAP is drafted and reviewed in an iterative process starting with an initial draft by the school director, then multiple reviews seeking input by teaching staff, parent body, the Board.

The calendar for development and approval are as follows:

April

Board reviews prior LCAP

Teaching staff review LCAP and suggests revisions for 2021

May

Community Council reviews Prior Year LCAP and suggests revisions for 2020

Board reviews draft revisions and proposes changes

June

Board LCAP Final Draft Presentation and Public Hearing

June 10 – Public Hearing

June 17 – Final Board Approval

A summary of the feedback provided by specific stakeholder groups.

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

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

The goals and actions were greatly influenced by stakeholder input.

Goal 1 actions were more targeted after input from parents.

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

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Materials will be reviewed annually by School Director and teachers to ensure that they are aligned with CCSS.	The newly adopted math program has been evaluated and is aligned. A comprehensive review of all ELA materials has not been conducted for the upcoming school year.				100% of materials have been reviewed annually by School Director and teachers to ensure that they are aligned with CCSS.
All teachers and school director engaged in professional development in CCSS- aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups.	Not all teachers have received the same high quality professional development in CCSS-aligned best practices.				100% of teachers and school director engaged in professional development in CCSS -aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies (such as GLAD)	All original RVC teachers have been trained in GLAD strategies, none of the new RVC teachers have been trained in these strategies				100% of teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies (such as GLAD)
Teacher assignment - all credentialed	current baseline of teacher one teacher has emergency credential				100% credentialed
EL students access to CCSS	100% access				
Every pupils will have access to standards aligned materials	baseline - instructional and supplies - 100%				100% access all the time - digital etc...
School facilities are in good repair	FIT FCMAT -				maintain clean, well lit, safe, etc....

## Actions

Action #	Title	Description	Total Funds	Contributing
1	CCSS Professional Development	All teachers and school Director engage in professional development in CCSS-aligned best practices in both ELA (English Language Arts) and math curriculum and instruction highlighting needs of all subgroups.	\$63,170.00	No

Action #	Title	Description	Total Funds	Contributing
2	CCSS Materials aligned for EL	Provide broad range of high-quality, standards-aligned instructional resources that facilitate English Learner's access to core curriculum and expand their knowledge of the world. Provide curriculum and unit development aligned to both CCSS and ELD (English Language Development) standards	\$5,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Parents/Guardians will be an integral part of the RVC community and will participate in the governance and operation of the school.

An explanation of why the LEA has developed this goal.

This goal covers State priority 3. An integrated and inclusive community will more greatly meet the needs of its students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least 7 parents serve on Community Council	3 parents served on the Community Council in the prior year.				At least 7 parents serve on Community Council
At least two parents will serve on the Governing Board	Three parents served on the governing board				At least two parents will serve on the Governing Board
At least 95% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before 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 95% of School Parent Survey respondents “agree” or “strongly agree”, including parents from representative sub-groups, that RVC welcomes parents’ contributions and actively seeks the input of parents before making important decisions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
How the district promotes parental participation for unduplicated pupils					
How you are promoted parental participation in programs for individuals with exceptional needs					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Council Recruitment	Holding an open call to families for the Community Council and other volunteer opportunities.	\$6,425.00	No
2	Parent Feedback	Soliciting parent/guardian feedback through regular surveys.	\$2,550.00	No
3	Reducing Involvement Barriers	The School Director, and designees, will work with families and committees to identify barriers to parent involvement and inclusion; and will implement a plan to overcome these barriers	\$35,526.00	Yes
4	Board Recruitment	The RVC Governing Board will have at least two parent/guardian board members	\$0.00	No

## Goal Analysis [2021-22]

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

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

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

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

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# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

This goal covers State Priorities 4, 7, and 8. This goal ensures a high expectation for student achievement among all students, including in all subgroups. Change this to priority 4 only

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
95% or more of all students, including all subgroups, demonstrate at least one year of growth on the English Language Arts and Math portions of the CAASPP assessment.	84% of students made at least one year of growth in ELA, and 86% made at least one year of growth in math.				90% or more of all students, including all subgroups, demonstrate at least one year of growth on the English Language Arts and Math portions of the CAASPP assessment.
70% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.	58.8% of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.				70% or more of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score.
Percent of English Learners who make progress toward English proficiency					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification rate					
Access to a broad course of study to include students with exceptional needs and unduplicated pupils	x number of our students have access or that number, x are at % secondary to their iep needs and /or el learning needs...				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Use CCSA to guide ELA and Math Instruction	Teachers will use CCSS, school adopted curriculum materials and develop their own materials to teach ELA and Math	\$433,233.00	
2	EL Intervention	Provide support to English-language learning students from classroom teachers and specialized intervention	\$132,690.00	Yes
3	Progress Monitoring	Monitor student progress in English language reading, writing, speaking and math. This will be done using a combination of SBAC Interim Assessments, and internal assessments.	\$58,170.00	No
4	Comprehensive Intervention	Provide a comprehensive Intervention program for students who require support to reach grade level standards in ELA and Math	\$182,829.00	No
5	EL Strategies PD	All teachers and school director shall engage in professional development in scaffolding and best practices to improve academic achievement among ELs using specific EL strategies (such as GLAD).	\$66,623.00	Yes

## Goal Analysis [2021-22]

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

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# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least 95% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.	87% of Students identified on a school survey that they engage in curriculum that is meaningful to them.				At least 90% of Students will identify on a school survey that they engage in curriculum that is meaningful to them.
At least 95% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.	92% of Students will identified on a school survey that they have strong, safe, and healthy relationships with their peers.				At least 95% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.
At least 98% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.	97% of Students identified on a school survey that they have strong, safe, and healthy relationships with their teachers.				At least 95% of Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rates					
Chronic Absenteeism rates					
Middle Dropout rates					
Pupil Suspension					
Pupil Expulsion					

## Actions

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

## Goal Analysis [2021-22]

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

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

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# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Diversity and Inclusion Meetings will occur monthly with at least one teacher representative and School Director; and will report to the governing board on school diversity goal progress annually.	Diversity and Inclusion Meetings occur monthly with at least one teacher representative and School Director; and report to the governing board on school diversity goal progress annually.				Diversity and Inclusion Meetings will occur monthly with at least one teacher representative and School Director; and will report to the governing board on school diversity goal progress annually.
At least one Parent Education event related to cultural competency will be provided each school year.	One Parent Education event related to cultural competency has been provided each school year.				At least one Parent Education event related to cultural competency will be provided each school year.
Each thematic inquiry unit will be assessed to ensure inclusion of	Thematic inquiry unit have not been assessed to ensure				Each thematic inquiry unit will be assessed to ensure inclusion of

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Diversity and Inclusion Committee	Staff and Families will be invited to attend regular meetings of the Diversity & Inclusion Committee to discuss topics, raise concerns and create opportunities	\$0.00	No
2	Cultural Competency Education	Provide parent education and staff education on cultural competency	\$10,000.00	No
3	Inclusive Content and Curriculum	Staff and teachers will be supported to use inclusive teaching materials, methods, and language	\$68,726.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

## Required Descriptions

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

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

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

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

Goal 1, Action 2 = \$5,000

Goal 2 Action 3 = \$35,526

Goal 3 Action 2 = \$132,690

Goal 3 Action 5 = \$66,623

Total = \$239,839

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

## Total Expenditures Table

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

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

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

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$239,839.00	\$239,839.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$239,839.00	\$239,839.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

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