LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Round Valley Unified School District (RVUSD)
CDS Code: 23-65607-0000000
School Year: 2023-24
LEA contact information:
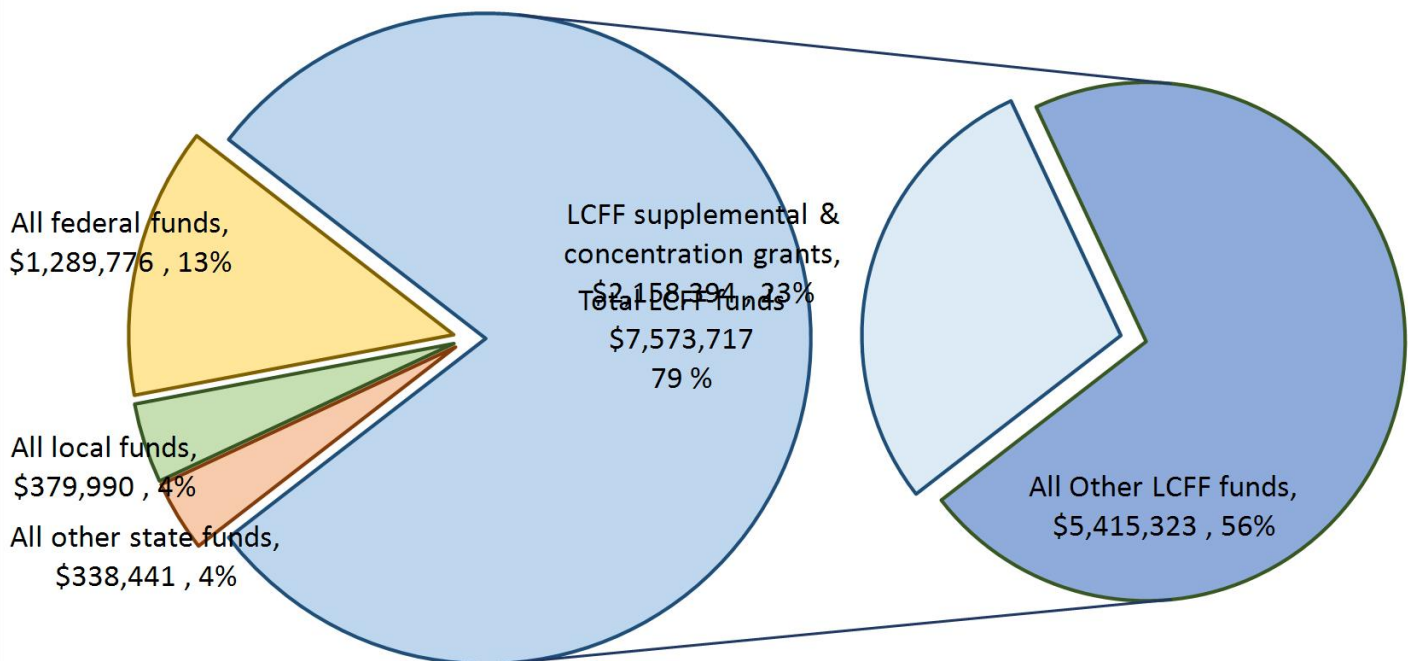Mike Gorman
RVUSD District Superintendent
mgorman@rvusd.us
707-983-6171

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $1,289,776 , 13%

All local funds, $379,990 , 4%

All other state funds, $338,441 , 4%

LCFF supplemental & concentration grants, $2,158,394 , 23%

Total LCFF funds $7,573,717 79 %

All Other LCFF funds, $5,415,323 , 56%

This chart shows the total general purpose revenue Round Valley Unified School District (RVUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Round Valley Unified School District (RVUSD) is $9,581,924, of which $7573717 is Local Control Funding Formula (LCFF), $338441 is other state funds, $379990 is local funds, and $1289776 is federal funds. Of the $7573717 in LCFF Funds, $2158394 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
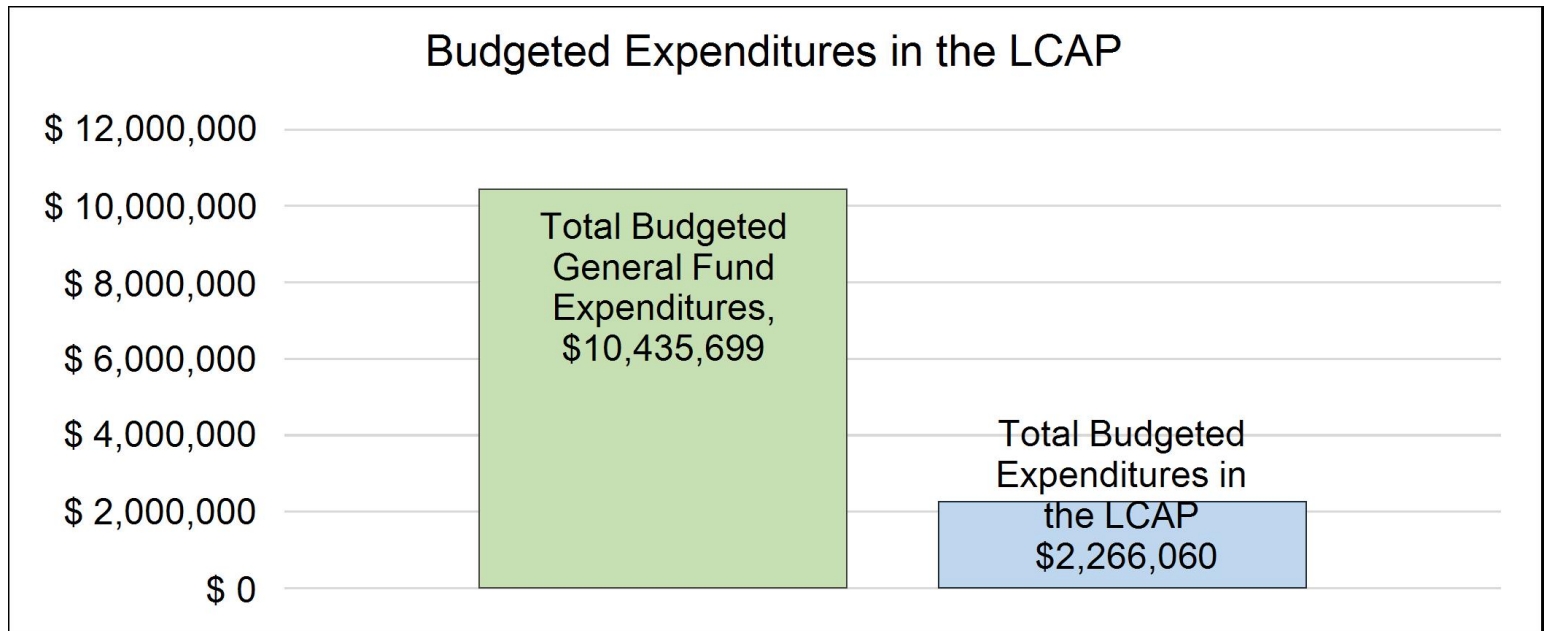
This chart provides a quick summary of how much Round Valley Unified School District (RVUSD) plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Round Valley Unified School District (RVUSD) plans to spend $10435699 for the 2023-24 school year. Of that amount, $2266060 is tied to actions/services in the LCAP and $8,169,639 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
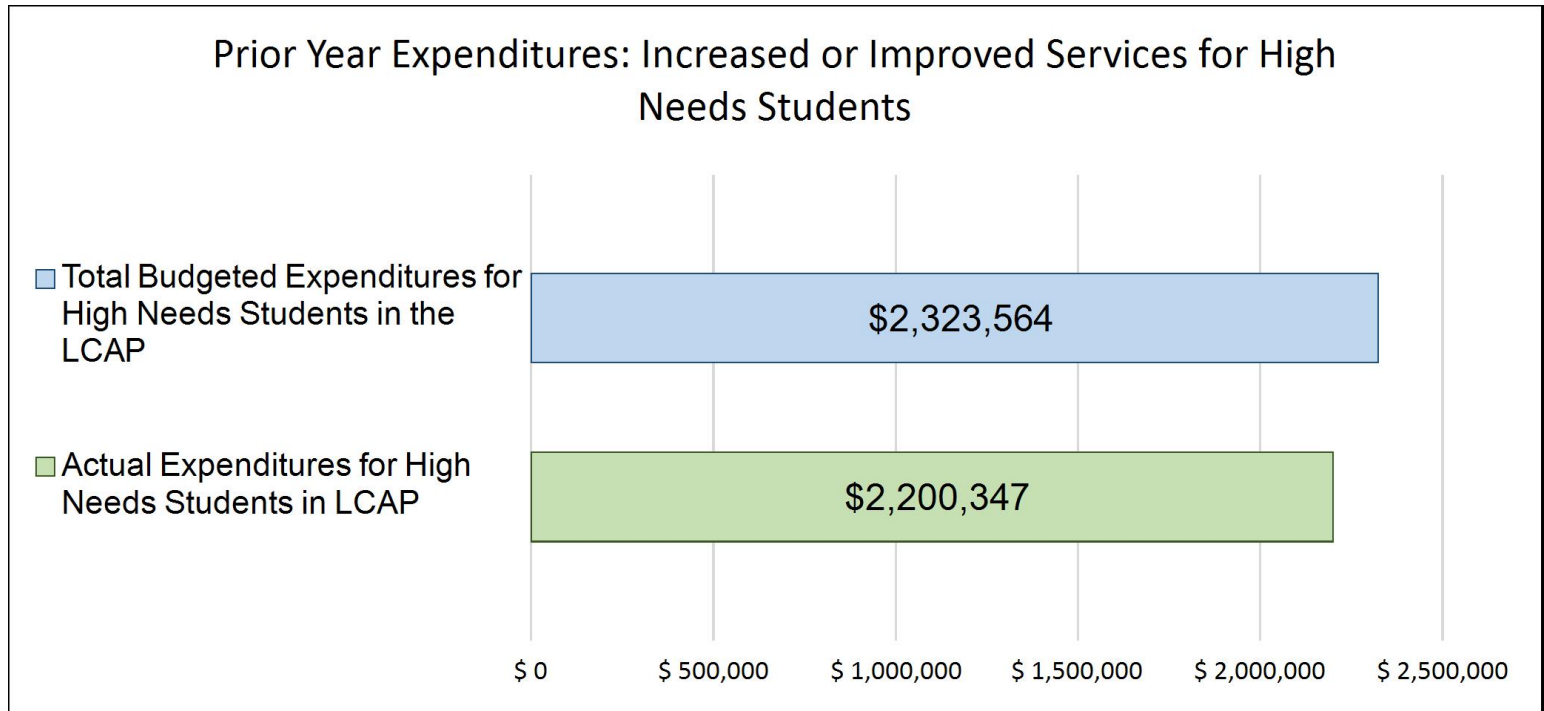
General fund budget expenditures that were not included in the LCAP include some of the following: personnel (core classroom teachers, support personnel, and site administration, district office personnel and administration, and normal operating costs, paper, technology, everyday materials needed in offices and classrooms, classroom furniture, etc.).

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Round Valley Unified School District (RVUSD) is projecting it will receive $2158394 based on the enrollment of foster youth, English learner, and low-income students. Round Valley Unified School District (RVUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. Round Valley Unified School District (RVUSD) plans to spend $2266060 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$2,323,564
☐ Actual Expenditures for High Needs Students in LCAP	$2,200,347

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000

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

The text description of the above chart is as follows: In 2022-23, Round Valley Unified School District (RVUSD)'s LCAP budgeted $2323564 for planned actions to increase or improve services for high needs students. Round Valley Unified School District (RVUSD) actually spent $2200347 for actions to increase or improve services for high needs students in 2022-23.

Local Control and 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
Round Valley Unified School District (RVUSD)	Mike Gorman RVUSD District Superintendent	mgorman@rvusd.us 707-983-6171

Plan Summary [2023-24]

General Information

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

Round Valley Unified School District is a small, rural K-12 district in Menocino County serving 460 students. We have one K-8 school, Round Valley Elementary School, which is the largest school in the district with 319 students. Round Valley High School is our only comprehensive high school and it currently serves 108 students in grades 9-12. We also have one Continuation High School that currently serves 32 students in grades 10-12. The school district is located in the community of Covelo, a small town in the northeast corner of Mendocino County. Covelo is an agricultural community, with ranching being predominant. The Round Valley Indian Tribes (RVIT) lands are also located in Covelo and surrounding areas. Round Valley Unified School District has a 63% American Indian population, 34% Hispanic population, and 12.7% White population. 90.0% of our elementary school students are socio-economically disadvantaged while 96.7% of our high school students are socio-economically disadvantaged. 23.7% of our students are English learners,19% are designated Homeless, and 2.3% are Foster Youth.

All of our schools in the district have adopted the state Common Core standards and are implementing curriculum aligned to these standards. The district has also purchased Chromebooks for every student in the district to use for core classroom instruction. Our goal is to meet the needs of our students using both traditional textbooks while also providing computer generated curriculum for student use at school and at home.

Because of the high number of Native American students that attend schools in Round Valley Unified School District, we have worked closely with the RVIT, American Indian parents and students and the community to develop courses that support understanding of the culture and heritage of our Native American student population. At the high school, we provide four a-g certified Wailaki language courses and one Yuki language course that represent two languages from the RVITs. White Bison, Native American Cultural Arts, Native American History and our Native American Club are representative of the courses we offer that are culturally responsive to our student population. Native American Cultural Arts and Native American History have been approved for a-g certification. At the elementary school, we provide an Indian Land Tenure Curriculum for all students and are providing language instruction at some grade levels. Districtwide, we bring cultural events to our

students, including supporting the Round Valley Feather Dancers, many of whom are our students, and play stick games, etc. High School students work with staff to plan a yearly Big Time, where Native American Indian dancers from around the state share their dancing, traditions, native foods, and crafts. Our parents and community members participate with the students throughout our district at the Big Time and it is well attended. Traditional stick games are played in our schools and we have begun competition with other local schools. We are very proud of our accomplishments in providing more cultural experiences in our schools.

Due to the many social-emotional issues that are seen in our students, the district has determined that counseling is a high priority. We currently have three full-time counselors who provide social-emotional counseling individually and in small groups at both school sites. Tapestry, a community based mental health program, also provides 3 days/week of counseling to target students.

At Round Valley Unified School District, we have made a commitment to have small class sizes, especially in grades K-3, so that our students are able to more easily access quality teacher instruction. In grades K-2, we have an average of 19 students per classroom. We have also expanded the number of teachers in our middle school program to decrease class sizes. Additionally, our high school has small class sizes in most core academic classes.

Round Valley Unified is committed to providing research-based intervention programs for students at Round Valley Elementary School who are struggling with learning to read. We have Title I personnel who provide specific intervention services, and we also have begun implementing the 95% intervention reading program to be used with all students grades K - 5. We provide intensive intervention through IXL supplementary ELA curriculum for students in grades 6-8. We will focus on developing a mathematics intervention program this year and will identify a research-based program to provide specific, additional instruction in mathematics. IXL is currently being used in grades 6-8 for mathematics intervention. Athletics is a huge part of our community and the middle school provides an excellent athletic program.

At Round Valley High School, we have redesigned our core program to include both intervention classes for students in reading and mathematics, and have also placed additional higher level mathematics and science courses within the curriculum. We offer AP, Honor and Dual-Enrollment classes, and have available to students the use of on-line and direct learning for credit recovery and expanded learning opportunities. The school uses technology-based instructional materials to accelerate student growth in meeting ELA and mathematics standards. The district is in the process of identifying new technology-based curriculum to be used in intervention programs and regular classrooms. We are extremely proud of the emphasis that the district has placed on providing students career technical education opportunities. We provide two full-time teachers who teach courses in agriculture science, welding and Natural Resources and have developed career pathways in two of these areas. Athletics is a huge part of our community and the high school provides football, volleyball, basketball, baseball and softball. Our athletes and coaches have been extremely excited to use our new gymnasium and we are extremely proud of our new facilities.

We provide after school tutoring and homework support at both the elementary and high schools. Credentialed teachers and paraprofessionals provide these afterschool services. We will further continue to provide summer school focused on credit recovery and learning loss. The district and the high school have also designed a program to help students successfully complete a-g courses in order to expand the number of students who meet UC and CSU entrance requirements and are accepted to college.

Reflections: Successes

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

PROGRESS

UC a-g, CTE pathways, dual enrollment, Grad rate:
The District has made specific efforts to develop more UC a-g courses, maintain our CTE pathways, and work with Mendocino College to identify dual enrollment courses. We need to identify the discrepancies between school student data and data provided by the state on the Dashboard, and make changes in what we need to do to ensure that all data is being submitted to the state. Although our Grad Rate decreased in 2021-22 to 76%, we have implemented specific classes and other opportunities for high school students to earn additional credits lost during virtual learning and COVID and we believe these additional supports will provide more opportunities for students to meet graduation requirements.

Suspension Rates:
Dashboard data indicates that the district suspension rate for 2021-22 was 7.7%, with Round Valley Elementary School having a 9.3% suspension rate and RVHS having a 4.4% suspension rate.. No expulsions occurred during 2021-22 in Round Valley Unified School District. Since returning to in-person learning, parents, students and teachers have voiced concerns about student behavior within classrooms and on the yard and have indicated that a few students make it difficult for all others to focus on learning. They also voice concern about aggressive student behavior. We are addressing these issues in the following ways: focusing on creating positive school climates, providing teachers and staff mindfulness training, de-escalation training/strategies, and PBIS training and implementation. We also have on staff three counselors who provide social-emotional and academic counseling. All three have done a tremendous job intervening with the students and helping make positive adjustments so students who might normally be suspended are able to stay in school more frequently and that issues students have are being positively addressed. Parents and students indicate that they believe the mental health counseling and the student social learning groups are having positive effects on individual students and on the schools as a whole and want to see these services continue due to a lack of community services closely available. We have planned to provide additional services/programs to reduce suspension rate, but are also focused on helping students learn that aggressive behavior that harms others will not be allowed to occur on our campuses so that our students can feel safe and can focus on learning in their classrooms.

Increased Parent Participation:
RVUSD is very proud of our increase in parent engagement over the past few years. Last year, we began to provide limited programs again on our school sites for parents and students. This year, we have once again been providing a variety of parent/student/community events on our school sites and we have seen strong participation from our families.

Our school site councils are engaged in the schools. SSC and school staff plan and provide family nights at the elementary school with solid attendance and positive family interactions. The family nights have different themes (game nights, art night, reading night, math night, etc.) and food is provided during the evening. RVUSD has special breakfasts for positive school attendance and our Hispanic community puts on

events that honor their community. The High School has great participation with freshman orientation, special events nights, college preparation nights, and the gymnasium is always full of parents, students and community members for all athletic events.

This increased engagement has led to a better school climate which has led to an increase in enrollment. We anticipate the high school may increase to 130 students, which would be an all time record for attendance at the High School. The elementary school population will increase again to over 300 students. Community members continue to be pleased with our positive school climate and feel comfortable sending their children to school as opposed to home school or other educational options.

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.

IDENTIFIED NEEDS

English Language Arts and Mathematics:
2021-22 Dashboard Data shows English Language Arts to be an academic area of great need. Districtwide results for ALL students showed a "Very Low Performance" Level, with the distance from standard at -119.6 points. The following subgroups also received a "Very Low Performance" Level: American Indian, EL, Hispanic, Homeless, SED, and SWD. "No Performance" Level was assigned to the following subgroups: Foster Youth and White. Students at RVES showed a "Very Low Performance" Level, with the distance from standard at -97.8 points. The distance from standard increased by 35.1 points from 20-21 (-62.7). 2021-22 CAASPP results showed only 13.38% exceeding/meeting standards, a decrease from 2020-21 of 8.58% (24.78%). Students at RVHS showed a "Very Low Performance" Level, with the distance from standard at -277.0 points. The distance from standard increased by 214 points from 20-21 (-62.9). No individualized data was provided on the ELA CAASPP at the high school due to less than 10 of the possible 24 students taking the assessments.

2021-22 Dashboard Data shows Mathematics to continue to be an academic area of great need. Districtwide results for ALL students showed a "Very Low Performance" Level, with the distance from standard at -132.2 points. The following subgroups also received a "Very Low Performance" Level: American Indian, EL, Hispanic, Homeless, SED, and SWD. "No Performance" Level was assigned to the following subgroups: Foster Youth and White. Students at RVES showed a "Very Low Performance" Level, with the distance from standard at -118.7 points. The distance from standard increased by 15.3 points from 20-21 (-103.4). 2021-22 CAASPP results showed only 11.11% exceeding/meeting standards, a decrease from 2020-21 of .50% (11.61%). Students at RVHS showed a "Very Low Performance" Level, with the distance from standard at -216.3 points. 0% met or exceeded standards while 81.82% did not meet standards.

We believe that the assessment results did not accurately reflect the actual student performance due to the high numbers of students who did not complete assessments. At RVES, only 77% of students completed ELA assessments, while 78% of students completed mathematics assessments. At RVHS, less than 10 (number not provided) students of a potential 24 students completed the ELA assessment, while only 46% of students completed the mathematics assessment. Additionally, we have identified a significant loss of learning that occurred over the

time when students were not in school and only participated in virtual learning during COVID that has interfered with students meeting grade level expectations. Our LCAP will emphasize actions to accelerate and increase student learning in both ELA and mathematics.

To address the ELA student learning need, RVUSD will continue to provide the following programs that we believe will increase student ELA performance: maintaining small K-3 classrooms, lowering class sizes at the MS, increasing the number of ELA teachers at the high school, implementing the 95% program for K-5 which provides specific, targeted instruction for all students daily for an additional 90 minutes, providing intensive intervention at the elementary school with target instructional materials, providing reading intervention classes at the high school, completing on-going monitoring assessments and using data to make instructional decisions, and providing tutoring and homework support at all sites, maintaining a Title I reading intervention program, providing the IXL ELA intervention program on-line for middle and high school students struggling with learning ELA standards.

To address the mathematics student learning need, the elementary school will implement a comprehensive mathematics instructional program that includes strong teacher professional development, updated curriculum, intervention materials, an intervention component for identified students, and an on-going system to monitor student progress throughout the year. Elementary students will also be able to obtain tutoring after school. At the high school, the district will continue to provide an additional .5 FTE mathematics instructor, provide intensive professional development for the mathematics teachers, provide more refined mathematics intervention, provide mathematics intervention classes, utilize IXL on-line mathematics intervention program as a piece of these classes, and work with the middle school to assist with curriculum implementation. Tutoring and homework support will also continue to be provided at the high school during the school day and in afterschool hours.

English Learner progress:
English Language Learner progress to English proficiency is another area where we need to close the gap. Eight years ago we had 5 EL students in the district, while in 2021-22 the district had 88 EL students enrolled.. An outcome of our review of student achievement data and discussions with teachers and parents show that our English Learners are continuing to struggle in learning English and in meeting academic standards. The 2021-22 District Dashboard showed that only 24.6% of students made progress on the ELPAC (1 year, 1 level), 49.1% of students maintained their current levels, and 26.3% of students decreased by one or more levels. 70 students completed the ELPAC Summative assessment, with 2.78% level 4 (Well Developed), 24.29% level 3 (Moderately Developed), 31.43% level 2(Somewhat Developed), and 41.43% level 1 (Minimally Developed). RVHS EL students completed the ELPAC Summative assessment, with 0.0% level 4, 12.5 % level 3, 25.0% level 2, and 62.5% level 1. ELPAC Summative Assessment further showed RVES EL students completed the ELPAC Summative assessment, with 03.77% level 4, 28.3% level 3, 32.08% level 2, and 35.85% level 1. CAASPP ELA and mathematics results show EL and Hispanic students to have significantly lower assessment results than most other subgroups of students. Teachers have expressed significant concerns about how best to work with our EL students and how we can increase EL students' understanding and use of English, while simultaneously helping students learn how to read and write in English and use mathematics in their classrooms. To address these continuing issues, we now have a full time EL teacher at the elementary school and an aide to assist her. We also have added a .5 FTE EL teacher who provides three periods/day of EL services at the HS. The HS also has two additional bilingual aides who assist the teacher. We also need to improve our reclassification rates. RVUSD has made improvements in how we engage our El population,

but we need to do a better job of reclassifying students each year. RVUSD works closely with the Mendocino County Office of Education and they have personnel that have been great at assisting our EL staff with curriculum and strategies.

Attendance/Chronic Absenteeism:
In 2019, the districtwide attendance rate was 93%, an increase of 4% from the previous year and the district scored YELLOW in Chronic Absenteeism on the Dashboard. The district's attendance has fallen during the Covid Pandemic, both during virtual learning in 19-20 and 20-21 and while back in in-person learning in 21-22. Attendance has been difficult to assess during COVID. Most students checked in for virtual classes, but classwork completion was low. During 2021-22, RVUSD's Chronic Absenteeism Rate was 57%, an increase of 30% from 2020-21 (26.9%). RVES' 2021-22 Chronic Absenteeism rate was 57.1%, while RVHS showed a Chronic Absenteeism rate of 57%, both significant increases from 2020-21. Student subgroups showed the following Chronic Absenteeism rates: AI 65.5%, Hispanic 40.7%, White 50%, EL 37.5%, Homeless 62.4%, SED 56.9%, and SWD 70.6% The district has struggled with school attendance for many years, and the district had finally begun to make positive strides in decreasing chronic absenteeism prior to schools closing to in-person student learning. There has been a significant set-back, with parents frequently removing their students from school for days at a time, especially in times when COVID outbreaks or other illnesses have been identified in the community. In 2021-22, the Chronic Absenteeism rate significantly increased throughout the district. Increasing school attendance will once again be a focus in our district in 2023-24.

The District is working to create a positive and safe school environment. Our parent outreach coordinators monitor attendance, communicate with families, and bring students to school, when needed. The POCs also provide direct support to families who are having issues with bringing their children back to school on a consistent basis. We currently have in place monthly attendance assemblies where we acknowledge individuals and families for good attendance. We have regular attendance breakfasts for those who have 90% attendance or higher and we have attendance auctions at the end of the quarter, giving out prizes to those who have 90% attendance or higher. The focus on rewarding and working closely with students and parents on consistent, positive school attendance has been very instrumental in increasing student attendance in the past, and we believe that parents will once again support positive school attendance in the upcoming year.

LCAP Highlights

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

The 2023-24 LCAP reflects the RVUSD commitment to improving the key indicators on the Dashboard and addressing issues that we have identified through analysis of student, school and community data.

In Goal 1, the district focuses on improving our ELA and Math scores. At both the elementary and high school, we will redesign core classroom instruction so that it becomes more rigorous, more focused on state standards, and utilizes the many instructional pieces of our adopted curriculums to a greater extent. We believe teachers need to be continually retrained in curricular implementation. Our goal will be to ratchet up our programs and instruction so that a greater number of students will learn standards through general classroom instruction and fewer students will need interventions. To this end, we will provide collaboration time and professional development focused on core

curriculum implementation and strategies to engage students in the learning. At the elementary school, we have added personnel to refine implementation of the 95% ELA core intervention and core phonics programs. We will continue to provide ELA intensive intervention at the elementary level, supported by Title I personnel. We will focus on comprehensive PD to assist teachers to better understand how to maximize the varied elements of the state board adopted math curriculum. The elementary school will further implement its CSI plan that focuses on providing mathematics professional development, implementing a new intervention curriculum, frequent monitoring of student growth in understanding mathematics standards, and implementing a specific intervention program provided by three intervention personnel. The district will continue to employ the .5 ELA teacher at the high school who will provide both smaller class sizes for ELA instruction and a reading intervention class, using specific, leveled instructional materials. We will also provide an ELA tutor to support instruction in the classrooms. The high school will continue with an additional .5 FTE math teacher to enable smaller class sizes and provide intensive intervention math classes. We will also have one math tutor who will provide direct services to students under the direction of the 1.5 math teachers. A significant focus in Goal 1 is the use of systematic, frequent, standards aligned assessment systems that will be used to provide ongoing input to teachers regarding student growth towards meeting standards in ELA and math. These monitoring assessments will be implemented at all grade levels. We will further provide a variety of extended day/extended year learning environments where credentialed teachers will provide instruction in ELA and mathematics focused on decreasing learning loss and increasing credit recovery.

In Goal 2, the District focuses on increasing our English Learner progress toward English proficiency. We have a full time EL teacher at the elementary school that will focus on just the elementary students and a .5 FTE EL teacher at the HS and two aides that will assist in general classrooms. Over the last few years, the EL teacher at the elementary school has also had to assist the HS with the EL population and the program was fragmented and difficult to provide on a consistent basis. RVUSD will also focus on College and Career Readiness at the High School. Round Valley High School (RVHS) will offer at a minimum of two dual enrollment classes with Mendocino College, Career and College Readiness and College Success. The district will continue to fund tuition and textbook costs for students to attend Mendocino College classes, and RVHS and Mendocino College will work together to expand dual enrollment classes. We will also increase AP and Honors courses, participate with TRIO (SSU) and Humboldt State (Upward Bound) with outreach programs they place on our campus, college visitations, and presentations to parents about college critical issues (FAFSAs, applications, etc.). We will also continue to offer two CTE pathways in Agriculture Science and Natural Resources. In Goal 2, RVUSD will continue to focus and strengthen the Native American cultural classes offered. RVHS currently offers Wailaki I, II, III and IV and Yuki I and II as Native Languages. RVHS also has a Native American Cultural Arts class, Native American History and a White Bison intervention program that focuses on the issues which young Native Americans are experiencing today and strategies for how to overcome identified challenges. The Native American Indian language classes, Cultural Arts, and Native American History courses have all been approved for a-g credit. The elementary school participates in Native Land Tenure curriculum, which focuses on how the tribes within our country lived from hundreds of years ago to current day. Elementary and Middle school students also participate in Wailaki and Yuki classes. Goal 2 further provides expanded learning experiences at the elementary/middle school through music instruction, as well as providing healthy, physically active learning experiences. Finally, Goal 2 focuses on increasing staff technology skills, staff use of new technology applications that support learning, and the purchase, maintenance and upgrade of the district's technology tools that are used by teachers and students.

In Goal 3, the District focuses on developing positive school climates, increasing attendance, improving parent engagement with the schools, and keeping our school facilities well maintained and safe for students and staff. RVUSD will provide two parent outreach coordinators who will reach out to parents and students daily when absent, work with students/parents to overcome issues that may be inhibiting students from

coming to school consistently, and provide transportation to those who need to get to school. The POCs will also take on additional responsibilities, focusing on providing specific supportive services to our Homeless and Foster Youth students and families. RVUSD will continue to support the incentive programs at both the elementary and high schools that focus on recognizing good attendance, positive behavior, and academic achievement/growth. RVUSD will also support the many family events that will take place at both schools and those that have proven very effective in past years in creating a positive and supportive school climate. RVUSD will also focus on continuing to provide social-emotional counseling for all students who need this kind of support through the 3.0 FTE counselors that the district has hired and the counseling provided by Tapestry, a local community mental health agency. The District will further provide funding support for PBIS implementation at the elementary school. Finally, Goal 3 focuses on ensuring that school facilities are maintained and upgraded, as needed, that the schools are cleaned and disinfected on a continuous basis, and that PPE is provided to decrease possible exposure to COVID.

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.

Round Valley Elementary School - CSI for the following: ELA and mathematics (Very Low for All and for all subgroups); English Learner Progress (Very Low); Chronic Absenteeism (Very High for All and all subgroups); and Suspension Rate (Very High for EL, Homeless, SED, Hispanic).

Support for Identified Schools

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

Round Valley Elementary School, the focus of the district's CSI Plan, has an enrollment of approximately 319 students. Because of the district's small size, the superintendent is integrally involved in the programs and planning for each of the two school sites, working side-by-side with site administrators as they work to improve educational programs. The superintendent and the site principal have held meetings over the past two months where they discussed CSI, reviewed CA DASHBOARD data, discussed the identified needs of RVES students and school that placed RVES in CSI, and discussed how the principal would work with staff and parents to determine how to identify and address student needs. The Round Valley Elementary/Middle School Leadership Team and the School Site Council (including the principal and other school leaders, teachers, parents, and family members) helped develop and will implement and update the CSI plan, when needed. Mendocino County Office of Education also provided support with planning. The outcome of this review has been the school identifying mathematics as the core instructional focus for CSI. The school has shown low performance in mathematics over several years and the interventions that were put in place were not coordinated nor sustained, with little growth seen in student performance.   We will fruther focus on the district's and school's goals/actions (as outlined in the 23-24 LCAP and the 23-24 SPSA) that support increasing student performance in ELA, EL progress, chronic absenteeism and suspension rates.

CSI funds will be used to increase teacher knowledge and ability to teach the state board adopted core mathematics curriculum through participation in focused Professional Development, implement an ongoing monitoring system to track student progress and identify specific students who would benefit from more intensive intervention, hire a mathematics intervention coordinator to oversee data management, coordinate student groupings, and provide direct instruction The district will also hire two paraprofessionals to provide small group tutoring. Finally, the district will use CSI funding to purchase mathematics intervention materials. We do not anticipate that we will hire an external service provider.

The business manager has worked with the site principal to develop a working budget for the CSI funding. The district is further reviewing the Title I funding that is available and reviewing the school's SPSA to identify any additional funding to support the CSI plan.

Monitoring and Evaluating Effectiveness

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

Round Valley Elementary School will use a monitoring process that looks at student performance data. We plan to use Acadience mathematics assessments at least three times per year with all students. We will also implement assessments every three weeks to identify students who need to enter and/or exit specific interventions. Teachers will further use curriculum-based assessments on an ongoing basis to identify concepts and standards that have been challenging to students and reteach problem concepts.
The site principal will provide the school staff and the superintendent with student performance data three times a year for review.

Engaging Educational Partners

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

The District Superintendent has worked with a variety of groups in updating the Round Valley Unified School District Local Control Accountability Plan (LCAP) for use in 2023-2024. He met with school site administrators, each School Site Council, the Impact Aid parent committee, the district DELAC committee, the Foster Youth/Homeless liaison, certificated staff leadership, classified staff leadership, SELPA representatives, certificated and classified unions, staff at each school site, student representatives and the Board of Trustees. Each School Site Council contains specific parent representation from the following student subgroups: English learners, socioeconomically disadvantaged, Native American, white, Hispanic and special education. Students also participate in the School Site Council at the high school. The Impact Aid parent committee is composed of parent and community representatives from our Native American population.   The DELAC committee is composed of parents who represent the needs of EL students from the elementary and high school.   The superintendent and principals shared student achievement and other student data and asked each group for input into the development of the LCAP goals and actions.
The Superintendent shared with Stakeholders a description of the LCAP process, an update on district progress in meeting the goals from the last LCAP that the district developed, and information regarding how actions were implemented. Groups discussed student performance, attendance, other needs as identified by student assessments or through input from staff and students (academic, social-emotional, cultural), input from SELPA and teachers/parents of Students with Special Needs regarding specific actions that would support these students, school facilities, and school climate/safety. Input was taken regarding district needs and areas for growth. This information was compiled and the district LCAP was updated based on this feedback. Following the development of the draft 2023-24 LCAP, the Superintendent met with district administrators and the Board of Education to review the proposed goals and activities and to ask for final input for modifications.
The Board of Trustees will hold a Public Hearing on the 2022-23 LCAP at a regularly scheduled Board Meeting on June 12, 2023 and final adoption of the LCAP is planned to occur on June 26, 2023..

A summary of the feedback provided by specific educational partners.

All the stakeholder groups were very supportive of the goals on which RVUSD is focusing. They understand that the dashboard and ongoing student data collected each year is our focus and that RVUSD needs to focus on the areas of need identified from this data. Site councils at both sites support the idea of more intervention being provided throughout the district for mathematics and ELA, and everyone supports the continued commitment to our Native language and cultural programs. RVHS parents support the hands-on options being offered to students and the commitment the HS is making to exposing students to college and career opportunities. The college visits have been a huge success. Parents voiced concern about EL students getting the proper instruction and supports. Communication between schools, between staff and parents, and between students and staff are always an issue that is brought up. Overall, the site councils, impact aid committee and the EL parent groups were pleased that their issues and concerns were heard and that those concerns were being addressed in the LCAP to support their children.

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

The LCAP was written based on the needs addressed in our Stakeholder group meetings. Many of the needs identified by the groups were consistent with the district identified needs to improve student achievement and address the eight state priorities. This LCAP is a document that represents community input and identifies where the district needs to focus their resources to meet the needs of the district and address the eight state priorities.

Specific examples include:

1) the community, parents, and students wanted more hands-on learning activities, more classes that would prepare students for the work force, inclusion of classes that focus on understanding of the Round Valley Indian Tribes Native American culture and heritage, and more electives. To address these issues, the following programs have been placed in our LCAP: maintained our welding/ag mechanics program and continued to support our agriculture classes, developed career pathways in both ag mechanics and ag science, and added one new career pathway in Natural Resources through collaboration with RVIT Natural Resource. We also added three sections of music back into the master schedule and have expanded music education to our elementary students. We have included a wellness/physical fitness program for elementary students due to concerns about health issues in our students. We have also provided school assignment completion support for EL high school students and small group tutoring at the elementary and high schools in afterschool hours. School staff, administrators and EL parents have identified the need for additional EL support and LCAP actions have been added to provide additional EL staffing (1.0 FTE at elementary school and .5 FTE with two tutors at the high school) that will enable the district to provide a more comprehensive EL program. The Impact Aid Committee wanted to see more native relevant curriculum, so we added Native language classes and Native cultural classes and learning experiences at the high school and elementary school. We have further received approval for the high school courses to meet a-g course requirements so that we can help more students meet UC and CSU entrance requirements.

2) staff and parents indicated that many students exhibit social-emotional issues and need support in order to be able to focus on learning. Concerns were also raised about bully behavior seen in the schools and in the community. To address these issues, the following programs are in place in our LCAP: counseling services provided at both school sites, PBIS implementation at the elementary school and restorative justice practices at the high school, and support for principals so they can focus on working with staff to improve teaching instruction at their sites.

3) staff identified concerns regarding continued chronic absenteeism, indicating that students are having difficulties with accessing the curriculum when they are frequently absent. To address these issues, the following programs are in our LCAP: parent outreach coordinators, specific programs to support students who have been chronically absent, student incentive and recognition programs for consistent attendance, and reestablishment of working agreements with Tribal Council, Tribal Court, and Tribal Police.

4) parents and teachers voiced concerns about low student performance and the need to assist more students to be ready for college and/or career related higher education. To address these issues, the following programs are outlined in our LCAP: professional development for teachers and ongoing coaching for teachers, purchase of instructional materials that align with standards and are engaging for students, implementation of research-based intervention programs, specific small group tutoring provided by teaching staff during the day and in afterschool hours, development of dual enrollment courses in coordination with Mendocino College, development and implementation of career pathways in which students can participate, opportunities for high school students to participate in AP and higher level mathematics and science courses, more opportunities for high school students to complete credit recovery so they can graduate with a diploma, and development of expanded learning opportunities for gifted, talented and high performing students.

Stakeholders feel it is important to continue our focus on significantly decreasing class sizes in the primary grades (specifically grades K-3) so that students will be provided intensive, first, best instruction with the outcome to meet or exceed state standards early in their education.

An additional need to reduce class sizes significantly at the middle school level was identified in order to increase student learning at that level and prepare students for a more rigorous education at the high school. Increasing native studies and including additional native language classes in the master schedules remain a priority. Stakeholders also feel that it is critical to maintain increased services to our EL student population. Staff, students and parents feel that increasing the quality of wellness, nutrition and physical education is important to combat diseases that are prevalent in the population in which our children reside. Finally, stakeholders believe it is critical the successful actions identified in earlier LCAPS continue to be supported and expanded.

Goals and Actions

Goal

Goal #	Description
1	All students, including low-income, foster youth, homeless youth, special needs and English learner students, will increase academic achievement in English-Language Arts and Mathematics

An explanation of why the LEA has developed this goal.

The district continues to identify both ELA and Mathematics as focus areas for improvement. The 2021-22 CDE developed DASHBOARD showed that student performance in ELA was Very Low. The following student subgroups were all identified as Very Low: American Indian, English Learner, Hispanic, Homeless, Economically Disadvantaged, and Students with Disabilities. No Performance Levels were assigned to Foster Youth and to White student subgroups due to the low number of students assessed. RVUSD student scores were calculated to be -119.6 below ELA standard. RVES student scores were calculated to be -97.8 below ELA standard. RVHS student scores were calculated to be -277 below ELA standard. A high number of students, especially at the high school, did not complete state testing which significantly affects overall district and school site assessment results. The District will emphasize the importance of all students being assessed and will implement a rigorous initial and follow-up testing process in Spring 2023.

English Language Arts:
In 2020-21, CAASPP results indicated that overall 24.78% of our elementary students met or exceeded ELA standards, while half (52.99%) did not meet standards. 32.39% of our elementary students nearly met standards. CAASPP results further indicated that overall 25% of our high school 11th grade students met or exceeded ELA standards, while almost half (41.67%) did not meet standards. 33.33% of high school 11th grade students nearly met standards. Districtwide, the following subgroups of students showed significantly lower performance in ELA: Homeless, EL. There were too few Foster youth at the elementary school to obtain subgroup data. There were too few Foster Youth, SED, Homeless, and EL students at the high school to obtain subgroup data.
In 2021-22, CAASPP results indicated that overall 16.20% of our elementary students met or exceeded ELA standards, while half (51.41%) did not meet standards. 22.22% of our elementary students nearly met standards. CAASPP results further showed no student assessment results due to suppression of student data because 10 or fewer students completed ELA state assessments at RVHS. At RVES, the following subgroups of students showed ELA assessment results notably lower than ALL students: Homeless, EL, Hispanic, and Students with Disabilities. RVHS was not provided student subgroup data due to small numbers completing assessments.

In 2020-21, CAASPP results indicated that overall 11.61% of our elementary students met or exceeded mathematics standards, while over half (58.04%) did not meet standards. 30.36% of students nearly met standards. CAASPP results further indicated that at the high school, the number of students who completed mathematics assessments was too small to provide data. Only 26% (9/32) of students completed mathematics assessments and received scores. Districtwide, the following subgroups of students showed significantly lower performance in ELA: Homeless, EL. There were too few Foster youth at the elementary school to obtain subgroup data. There were too few Foster Youth, SED, Homeless, and EL students at the high school to obtain subgroup data.

In 2021-22, CAASPP results indicated that overall 11.11% of our elementary students met or exceeded mathematics standards, while 61.11% did not meet standards. 27.78% of students nearly met standards. CAASPP results further indicated that at RVHS, overall 0.0% of students met or exceeded standards, while 81.82% did not meet standards. 18.18% of students nearly met standards. At RVES, the following subgroups of students showed Mathematics assessment results notably lower than ALL students: Homeless, English Learners, and Hispanic. All subgroups identified at RVHS showed critically low Mathematic assessment scores.

All 2021-22 CAASPP assessment results need to be viewed with great caution due to approximately only 77% of elementary students completing assessments and obtaining a score in ELA and 78% of elementary students completing assessments and obtaining a score in mathematics. At the high school, less than 10 of a possible 24 students (42% or less) completed assessments and obtained a score in ELA and only 45% of students completed assessments in mathematics. Teachers indicate that students continue to be significantly behind grade level standards since returning to school from at-home learning and significant learning loss is evident at all grade levels. The District is addressing these needs within the LCAP Goals and Actions.

Parents and teachers indicate that it is critical for our students to increase their understanding of and proficiency with ELA and mathematics standards in order to ensure that they are able to meet challenges they will face in post-secondary learning and in their everyday lives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Assessment 5X5 - distance from standard	DASHBOARD ELA CAASPP: ALL, SED, AI - Yellow EL, Homeless, Hispanic - Orange Distance from Standard RVUSD - -64.5 RVES - -62.7 RVHS - -62.9	No DASHBOARD data is available for the school year due to COVID restrictions on use of assessment data and limited data available	DASHBOARD ELA CAASPP: AI, EL, Hispanic, Homeless, SED, SWD - Very Low Performance Level Foster Youth, White - No Performance Level (too few tested) Distance from Standard RVUSD - -119.6 RVES - -97.8 RVHS - -277		10 point growth toward standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Assessment- % growth in Meets/Exceeds standards	ELA CAASPP: RVES ALL - 25.97% RVHS ALL - 26.00% RVES subgroups that scored significantly lower: EL, Hispanic, SWD, Homeless. RVHS subgroups that scored significantly lower: most subgroups were too small to provide data.	2020-21 ELA CAASPP RVES: Exceeds Standards - 5.98% Meets Standards - 18.80% Total Meets/Exceeds Standards - 24.78% Decrease of 1.19% in students meeting/exceeding standards RVHS: Exceeds Standards - 8.33% Meets Standards - 16.67% Total Meets/Exceeds Standards - 25.00% Decrease of 1.0% in students meeting/exceeding standards RVES Subgroups: ELA - meets or exceeds ALL: 24.78% SED: 24.56% Homeless: 16.28% EL: 3.85% Foster Youth: too few for results	2021-22 ELA CAASPP RVES: Exceeds Standard - 2.82% Meets Standard - 13.38% Total Meets/Exceeds Standard - 16.20% Decrease of 8.58% in students meeting/exceeding standards RVHS: Exceeds Standards - no data Meets Standards - no data Total Meets/Exceeds Standards - In order to protect student privacy, data is suppressed because 10 or fewer students were tested. RVES Subgroups: ELA - meets or exceeds ALL: 16.20% SED: 14.5% Homeless: 10.91% EL: 2.86%		6% growth in Meets/Exceeds standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		RVHS Subgroups: ELA - meets of exceeds ALL: 25.00% ED: too few Homeless: too few EL: too few Foster Youth: too few 2021-22 Data will be available in summer 2022.	Foster Youth: too few for results AI: 17.11% Hispanic: 7.5% White: 33.33% SWD: 4.76% RVHS Subgroups: In order to protect student privacy, data is suppressed because 10 or fewer students were tested.		
ELA CAASPP Assessment- % decrease in Does Not Meet standards	ELA CAASPP: RVES ALL - 49.17% RVHS ALL - 47.83% RVES subgroups that scored significantly lower: EL, Hispanic, SWD, Homeless. RVHS subgroups that scored significantly lower: most subgroups were too small to provide data.	2020-21 ELA CAASPP: RVES: Standards Not Met - 52.99% Increase of 3.82% in students not meeting standards RVHS: Standards Not Met - 41.67% Decrease of 6.16% in students not meeting standards RVES Subgroups: ELA - does not meet	2021-22 ELA CAASPP: RVES: Standards Not Met - 51.41% Decrease of 1.58% in students not meeting standards RVHS: Standards Not Met - 81.82% Increase of 40.15% in students not meeting standards RVES Subgroups: ELA - does not meet		6% decrease in Does Not Meet standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		ALL: 52.99% SED: 54.39% Homeless: 58.14% EL: 73.08% Foster Youth: too few for results RVHS Subgroups: ELA - does not meet ALL: 41.67% ED: too few Homeless: too few EL: too few Foster Youth: too few 2021-22 Data will be available in summer 2022.	ALL: 51.41% SED: 51.91% Homeless: 50.91% EL: 62.86% Foster Youth: too few for results AI: 46.05% Hispanic: 62.5% White: 52.5% SWD: 85.71% RVHS Subgroups: ELA - does not meet ALL: 81.82% SED: 81.82% Homeless: too few EL: too few Foster Youth: too few AI: too few Hispanic: too few White: too few		
Mathematics CAASPP Assessment 5X5 - distance from standard	DASHBOARD Mathematics CAASPP: ALL, EL, SED, AI, Hispanic - Red Homeless - Orange Distance from Standard RVUSD - -113.5 RVES - -103.4 RVHS - -177.1	No DASHBOARD data is available for the school year due to COVID restrictions on use of assessment data and limited data available	DASHBOARD Mathematics CAASPP: AI,EL, Hispanic, Homeless, SED, SWD, ALL - Very Low Performance Group Foster Youth, White - No Performance Level Distance from Standard		10 point growth towards standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			RVUSD - -132.2 RVES - -118.7 RVHS - -216.3		
Mathematics CAASPP Assessment- % growth in Meets/Exceeds standards	Mathematics CAASPP: RVES ALL - 12.57% RVHS ALL - 04.00% RVES subgroups that scored significantly lower: EL, Hispanic, SWD. RVHS subgroups that scored significantly lower: Hispanic; most other subgroups were too small to provide data.	2020-21 Mathematics CAASPP: RVES Exceeds Standards - 5.36% Meets Standards - 6.25% Total Meets/Exceeds Standards - 11.61% Decrease of 0.96% in students meeting/exceeding standards RVHS: Data suppressed in order to protect student privacy due to 10 or fewer students tested RVES Subgroups: Math - meets or exceeds ALL: 11.61% ED: 12.04% Homeless: 5.40% EL: 0.00%	2021-22 Mathematics CAASPP: RVES Exceeds Standards - 2.78% Meets Standards - 8.33% Total Meets/Exceeds Standards - 11.11% Decrease of 0.50% in students meeting/exceeding standards RVHS Exceeds Standards - 0.0% Meets Standards - 0.0% Total Meets/Exceeds Standards - 0.0% RVES Subgroups: Math - meets or exceeds ALL: 11.11% SED: 9.03% Homeless: 5.26% EL: 2.86%		6% growth in Meets/Exceeds standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth: too few for results RVHS Subgroups: math - meets of exceeds ALL: too few SED: too few Homeless: too few EL: too few Foster Youth: too few 2021-22 Data will be available in summer 2022.	Foster Youth: too few for results SWD: 8.7% AI: 11.53% Hispanic: 7.32% White: 20% RVHS Subgroups: math - meets of exceeds ALL: 0.0% SED: 0.0% AI: 0.0% Homeless: too few EL: too few Foster Youth: too few SWD: too few Hispanic: too few White: too few		
Mathematics CAASPP Assessment- % decrease in Does Not Meet standards	Mathematics CAASPP: RVES ALL - 60.66% RVHS ALL - 84.00% RVES subgroups that scored significantly lower: EL, Hispanic, SWD. RVHS subgroups that scored significantly lower: Hispanic; most other subgroups were too small to provide data.	2020-21 Mathematics CAASPP: RVES Standards Not Met - 58.04% Decrease of 2.62% in students not meeting standards RVHS: Data suppressed in order to protect student privacy due to	2021-22 Mathematics CAASPP: RVES Standards Not Met - 61.11% Increase of 3.07% in students not meeting standards RVHS: Standards Not Met: 81.82%		6% decrease in Does Not Meet standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		10 or fewer students tested RVES Subgroups: math- does not meet ALL: 58.04% ED: 58.33% Homeless: 51.35% EL: 64.00% Foster Youth: too few for results RVHS Subgroups: math- does not meet ALL: too few ED: too few Homeless: too few EL: too few Foster Youth: too few 2021-22 Data will be available in summer 2022.	RVES Subgroups: math- does not meet ALL: 61.11% SED: 63.91% Homeless: 70.18% EL: 68.57% Foster Youth: too few for results SWD: 86.96% AI: 60.26% Hispanic: 68.29% White: 45% RVHS Subgroups: math- does not meet ALL: 81.82% SED: 81.82% AI: 81.82% WD, Homeless, Foster Youth, EL, White: too few		
# of students attending after school tutoring program at elementary school and # of students attending homework club at high school	No program ran this year due to virtual instruction at both school sites. 2021-22 will become baseline.	2021-22 / BASELINE Afterschool Tutoring: RVES Eight teachers are currently tutoring. 60 students average attendance each day in the afterschool program. We have provided services to	2022-23 Afterschool Tutoring: RVES 8 teachers and 2 paraprofessionals are currently tutoring. 110 students have been provided services this year.		Increase of 10% in # attending

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		over 90 different students this year. Homework Club/Afterschool Tutoring: RVHS 43 Homework Club 13 ELD tutoring 12 tutoring through Indian Ed	Homework Club/Afterschool Tutoring: RVHS 126 Homework Club 40 ELD tutoring 5 tutoring through tribal grant 17 other tutoring with teachers		
Reduced class sizes - elementary school	2020-21 Class Sizes K-3: average of 15.125 students 6-8: average of 27 students	2021-22 Class Sizes (RVES) K-3: average of 17.5 students 6-8: average of 24 students	2022-23 Class Sizes (RVES) K-3: 20.4 average of students (3rd grade had only 1 teacher) K-2: 19 average of students (2 teachers per grade level) 6-8: 15.2 average of students (the number of 6-8 grade students has decreased since the beginning of year due to students moving or transferring to Independent Study.		Maintain K-3 class sizes 20 and below; grades 6-8 25 and below.
Maintain the % of teachers who indicate they are teaching to	2018-19 - 100% teaching indicate they are teaching state	2021-22 Teaching Standards:	2022-23 Teaching Standards:		Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the state standards and are using standards aligned and district adopted/state approved instructional materials	standards and are using standards aligned and district adopted/state approved instructional materials	RVES 100% use state board and district adopted standards aligned materials. No new adoptions were completed this year. Teachers report students are not performing at expected level for their grade/significant learning loss identified by teachers. RVHS 100% use district adopted and standards aligned instructional materials. History/Social Science texts were adopted this year. Intervention and extended learning programs are in place to support student learning.	RVES 100% (19/19) use state board and district adopted standards aligned materials. No new adoptions were completed this year. The school will review science instructional materials for adoption and mathematic intervention programs in the 2023-24 and 2024-25 school years. RVHS 100% use district adopted and standards aligned instructional materials. The following texts and instructional materials were adopted this year: music curriculum, personal finance, physics, statistics, algebra I, geometry, and Yuki 2. Intervention and extended learning programs are in place to support student learning.		

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA - Core Program RVES	The elementary school utilizes ELA state board adopted and approved core instructional materials. Teachers, grades K-6, will utilize Journeys as core instructional materials. K-6 teachers will be involved in curriculum-based professional development for up to 2 days in June 2024.	$22,830.00	Yes
1.2	ELA - Schoolwide Intervention RVES (PreK-5)	Elementary students (K - 5), especially those who are struggling with meeting standards in reading, will participate in the 95% Reading Program and core phonics instructional activities provided daily. Focus on this program will be on targeted intervention in phonological awareness, phonics, vocabulary and comprehension. Acadience reading assessments will be used three time per year to review student progress towards meeting standards. 95% Reading assessments will be used every three weeks and curriculum based benchmarks will be used at regular intervals to monitor student growth and place/move students within instructional groups.	$11,000.00	Yes
1.3	ELA - Intensive Intervention RVES	RVES will provide intensive intervention in reading for students who are struggling to meet standards. The district will hire one Reading Coordinator and two Reading Assistants to provide intervention within classrooms and during pull-out . A primary intervention program (Amplify/Burst) will be provided, and monitoring of student growth will occur through use of Acadience Reading. The Reading Coordinator will be mentored by a reading specialist.	$172,689.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	ELA - Writing Program RVES (7-8)	Grades 7-8 will participate in writing skill instruction through use of the Frontier Writing Program. The purpose of the program will be to increase writing skills and fluency.	$4,500.00	Yes
1.5	ELA - Core Program RVHS	The District will provide smaller class sizes in ELA classes, with an emphasis on decreasing class size at grades 9 and 10. The district will maintain the additional .5 FTE from 22-23 to teach two periods/day of ELA (core and intervention). The two ELA teachers will work together to review all ELA Standards, grades 9-12, identify curricula to teach each standard and focus teaching on reading, understanding, interpreting and responding to a variety of genre and developing writing skills in a variety of genre. The teachers will further review ELA curriculum for possible adoption in spring of 2024.	$45,061.00	Yes
1.6	ELA - Intervention RVHS	RVHS will provide one period per day of a structured Reading Intervention Class. The ELA teacher will provide the instruction and IXL English will be used to supplement intervention instruction.	$20,132.00	Yes
1.7	Mathematics-Core Program RVES	All teachers at RVES will be trained in use of the state board adopted/district board approved instructional materials for mathematics for one day in June 2024.	$11,565.00	Yes
1.8	Mathematics - Intervention RVES	RVES teachers and administration will design an intervention program for students who are struggling with meeting mathematics standards. This will include a description of what mathematics intervention will look like at the school site, who will provide interventions and how often, student criteria for participation in intervention, intervention materials to be used and how to frequently monitor student growth. An intervention program that includes the following will be put in place in Fall 2023: research-based instructional materials; 1 math	$150,603.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coordinator/tutor; 2 additional math tutors to provide small group interventions; training for math support personnel prior to the beginning of school; structure for how students will be identified for program and identification process to release students from tutoring; assessment program for student growth in mathematics.		
1.10	Mathematics - Core Program RVHS	RVHS will expand the number of mathematics classes and decrease class sizes to allow for additional instructional support to students. The mathematics teachers will be trained in the use of the new mathematics standards aligned curricula. They will further work together to review standards for all mathematic courses and identify instructional materials to be used to support instruction, with facilitation from MCOE mathematics specialists. The mathematics teachers will be provided release time to shadow mathematics expert teachers in other districts and will be provided specific coaching and training from MCOE curriculum specialists.	$0.00	Yes
1.11	Mathematics - Intervention RVHS	RVHS will provide basic mathematics support through one fundamental mathematics class and one mathematics lab. A .5 FTE mathematics teacher will continue to provide intervention and core instruction. IXL Mathematics and Kahn Academy will be used as supportive intervention materials. Students who receive instruction during fundamental mathematics and math lab will also participate in a core mathematics class. One part-time tutor will provide individual and small group support during basic mathematics classes under the direction of the mathematics teachers.	$63,013.00	Yes
1.12	After School Learning Support -RVES and RVHS	RVES teachers will provide reading and/or mathematics tutoring to identified students three days per week in the After School tutoring program.	$39,538.00	Yes

Action #	Title	Description	Total Funds	Contributing
		RVHS teachers will provide homework support and additional learning opportunities during Homework Club four days per week before and/or after school. Homework Club instruction will be provided by English, mathematics, and science teachers.		
1.13	Professional Development - ELA and Mathematics - RVHS and RVES	RVHS PD will be provided for mathematics teachers by MCOE curriculum specialists that will include coaching, feedback, lesson planning, on-going monitoring assessment, etc., with a focus on continuous growth in student achievement. RVHS will provide specific training in Writing Across the Curriculum and will receive refresher training focused on aligning instruction and curriculum development to State Standards. RVHS will also continue with PLCs, with a focus on benchmarks, assessment analysis, identification of student learning issues, group identification of instructional strategies, and walk throughs/peer observations with feedback. RVES will provide support for all teachers through professional development focused on curriculum implementation in ELA (2 days) and mathematics (1 day). A professional development calendar will be developed by the new RVES Leadership Team. The Leadership Team will meet for 2 days during the summer to plan for the new school year and will also meet monthly to continue oversight of school plans.	$25,605.00	Yes
1.14	Decreased Class Sizes - RVES	The district will maintain decreased class sizes of 20 or below for grades K-3 and 25 or below for grades 6-8. Decreased class sizes will provide opportunities for increased individualized instruction and intervention in ELA and mathematics within the core classrooms.	$477,319.00	Yes
1.15	ELA and Mathematics On-	RVHS core classes will monitor student progress towards meeting standards through the use of Schoology Benchmark assessments that	$18,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
	going Assessment Systems	students will complete quarterly. The school will also review and implement a standardized assessment that will be given to students three times/year and that will provide feedback on each student's progress towards meeting standards. RVES will utilize Acadience Reading and Math assessments three times/year to monitor student growth. Teachers will also assess student understanding of standards through curriculum-based unit and benchmark formative and summative assessments.		

Goal Analysis [2022-23]

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.

The following actions were implemented during 2022-23::
RVES:
1. Professional development that focused on ELA curriculum prior to the beginning of the school year. All grade level teachers participated in the PD.
2. K-5 students participated in the 95% Reading program daily. 95% Reading assessments of student progress occurred every 3 weeks and students were regrouped for instruction based on assessment results and teacher input. Acadience was used to assess student progress and design interventions and make modifications in instruction 3 times each year.
3. Intensive reading intervention was provided to K-2 targeted students by a part-time reading coordinator and two instructional aides in pull-out programs. A teacher provides mentoring and support to the Reading Coordinator. Students were assessed frequently and students entered/exited tutoring following assessments. Students in the programs showed consistent growth.
4. 2 teachers provided instruction during summer school. We hope to convince additional teachers to participate in summer school instruction during the upcoming academic year.
5. The school staff is currently developing an intervention program for mathematics. This program will be in place in 2023-24.
6. Afterschool tutoring occurred throughout the year and was provided to targeted students by certificated staff (K-8). The limits to this extended day learning opportunity was the number of staff who participated.
7. Class sizes were decreased to less than 20 in grades K-3 and less than 25 in grades 6-8.
8. A Leadership Team was formed at RVES. Leadership Team members participated in training during the summer and continue to meet each month to assist the principal in implementing identified programs.
9. MCOE provided support to new teachers during the year.
RVHS:

1. The District maintained the additional .5 ELA teacher and MCOE provided mentoring/PD to both English teachers.
2. The high school provided one period of a reading intervention class and one period of English credit recovery within the school day. IXL reading intervention is used to support students who are having difficulty in reading. The District hired one ELA tutor..
3. The District hired an additional .5 FTE mathematics teacher. No math tutors were hired due to the District's inability to solicit qualified candidates. Both mathematics teachers work with a mathematic specialist from MCOE to assist with curriculum and instruction issues. The math teachers did not visit other high quality mathematics programs in the county due to no substitute teachers being available in Round Valley.
4. Math intervention consists of one period of fundamental math and one period of math lab within the daily schedule. IXL math is used as part of the intervention curriculum. Most students who took the intervention courses were also enrolled in a core mathematics class, receiving two periods per day of mathematics instruction.
5. RVHS uses Schoology Quarter Benchmark and weekly/chapter assessments developed in Schoology to monitor student progress towards meeting standards.
6. RVHS provides Homework Club afterschool 4 days per week and individual tutoring to identified students 3 times per week.

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

. The following material differences between budgeted expenditures and estimated actual expenditures on Goal 1 are as follows:
1. 1-7 Did not purchase materials for elementary school.
2. 1-8 No program purchased for math intervention at elementary school. This will happen during the summer and be funded through CSI funds.
3. 1-10 HS math staff did not visit other math programs due to the districts inability to hire substitutes. No on-line math program at the high school was implemented.
4. 1-11 IXL was paid for through a multi-year contract, so nothing was expended for the 22-23 year. No math tutor was hired due to the district's inability to find a qualified applicant.
5. 1-12 Less tutoring and homework club than anticipated was provided.
6. 1-13 MCOE has not billed for services. Also, PD costs outlined in this action were coded to goal 2, action 24.

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

The students at the school sites did not make the growth we had anticipated. However, it is difficult to ascertain the real student growth due to a small number of students who completed state assessments from 2021-22 state assessment data and the lack of data for 2022-23 that can be pulled at the time of this writing. We anticipate that students will show growth in ELA this year due to the implementation of 95% reading, core phonics, intervention programs, afterschool expanded learning opportunities, continued reductions in class sizes, professional development provided prior to the beginning of school and maintaining/hiring staff to help implement these programs at the elementary school. Again, the students at the high school did not show growth in ELA or mathematics in 2021-22 state assessment data and the lack of

data for 2022-23 that can be pulled at the time of this writing makes it difficult to assess student growth for 2022-23. We anticipate that there will be growth in ELA and mathematics at the high school this year. We have maintained the part-time ELA teacher and have hired a .5 FTE mathematics teacher to reduce class size and allow for more individual instruction and intervention classes. Both ELA and mathematic teachers have benefited from PD provided through MCOE and are implementing standards aligned curriculum. Benchmark assessments continue to be a challenge, and the school is looking to identify and implement ELA and Mathematics NWEA Map assessments three times/year in conjunction with Benchmarks. Teachers will continue to be provided time to work together to review student achievement data and identify student instruction needs. We believe this feedback on student performance will assist in increasing student academic achievement. We have been challenged this year by our inability to recruit teachers, paraprofessionals and other classified staff, making it difficult to provide the program that we planned in our 22-23 LCAP. We have been further challenged by significant learning loss that has been identified, inconsistent student attendance in all grades, and behavioral issues that disrupt learning.

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

The following modifications were made to the planned goals, metrics, and actions that resulted from reflection based on the effectiveness of our implementation of actions and student outcomes:
Goal 1.3: RVES has reconfigured staffing for the reading intervention programs provided throughout the school day.
Goal 1.6: 1 period of reading intervention will be provided. Eliminated cross-curricular planning between ELA and Social Science teachers to develop lessons that focus on using ELA standards.   Collaboration will happen in a different manner.
Goal 1.9: Eliminated. The program has been developed and will be implemented in 2023-24.
Goal 1.15: Added a specific measure from NWEA that will be used to monitor student growth towards meeting standards in ELA and Mathematics for use at RVHS three times/year (Beginning, Mid, Spring).

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

Goals and Actions

Goal

Goal #	Description
2	Students will be provided wide access to a broad course of study focused on providing programs and services that meet student learning needs and academic goals.

An explanation of why the LEA has developed this goal.

In our LCAP, we use Goal 2 to outline actions planned to increase student outcomes for English Learners, increase college readiness and provide career technical learning opportunities, provide courses that we believe are relevant and will increase learning in our Native American student subgroup as well as with students from all subgroups, provide expanded learning opportunities that have not been available in our isolated community, and ensure that we are in compliance with teacher credentialing and availability of instructional materials for all students.

An outcome of our review of student achievement data and discussions with teachers and parents show that our English Learners are struggling in learning English and in meeting academic standards. In 2020-21, ELPAC Summative Assessment showed a total of 69 EL students districtwide completed assessments, with 0.0% Level 4, 26.09% Level 3, 34.78% Level 2 and 39.13% Level 1. Fifteen RVHS students completed the ELPAC Summative assessment, with 0.0% level 4, 26.67% level 3, 20.00% level 2, and 53.33% level 1. ELPAC Summative Assessment further showed 49 RVES students completed the ELPAC Summative assessment, with 0.0% level 4, 26.53% level 3, 40.82% level 2, and 32.65% level 1. CAASPP ELA and mathematics results show EL and Hispanic students to have significantly lower assessment results than most other subgroups of students. Teachers express significant concerns about how best to work with our EL students and how we can increase EL students' understanding and use of English, while simultaneously helping students learn how to read and write in English and use mathematics in their classrooms.

In 2021-22, ELPAC Summative Assessment showed a total of 70 EL students districtwide completed assessments, with 2.86% Level 4, 24.29% Level 3, 31.43% Level 2 and 41.43% Level 1. Sixteen RVHS students completed the ELPAC Summative assessment, with 0.0% level 4, 12.5% level 3, 25.0% level 2, and 62.5% level 1. ELPAC Summative Assessment further showed 53 RVES students completed the ELPAC Summative assessment, with 3.77% level 4, 28.3% level 3, 32.08% level 2, and 35.85% level 1. CAASPP ELA and mathematics results show EL and Hispanic students to have significantly lower assessment results than most other subgroups of students. Teachers express significant concerns about how best to work with our EL students and how we can increase EL students' understanding and use of English, while simultaneously helping students learn how to read and write in English and use mathematics in their classrooms.

District administration, the Board of Trustees, parents and community members have emphasized the importance they place on providing students with experiences that will prepare them for college and/or entrance into the work place, with skills that can be applied in everyday living. Students also communicate their desire for hands-on, work applicable learning experiences. From this input, we have provided in our plan both actions to support preparation for college and career technical education that is applicable to our community (Agriculture/Animal

Sciences, Natural Resources and welding). We have further included actions that will specifically support credit recovery and expansion of a-g course completion in order to mitigate learning loss and help students to pass required courses.

District and school site administration and the District Board have worked with our Round Valley Indian Tribe Tribal Council, Tribal agencies, Impact Aid Parent Committee, and parents and students to design programs that will support the learning for our American Indian students. Through specific input we have designed culturally responsive courses that focus on learning Wailaki and Yuki languages, languages which we are helping to revive in the community. These courses have all been UC a-g approved and enable our students to study their native language while also receiving credits applicable to the UC system. We have also collaborated with parents/community to develop Native American Cultural Arts, White Bison, Native American History and Indian Land Curriculum classes at the high school and elementary school. We have recently received a-g approval for most of the courses developed at the high school.

Parents and students have provided input into expanding course offerings for our high school students, including the use of technology to access courses not available in the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC - level growth per year	2018-19: ELPAC Summative RVUSD: Level 4: 16.4% Level 3: 37.77% Level 2: 30.12% Level 1: 15.71% RVHS: 53.6% - EL students who progressed at least one level 39.0% - EL students who maintained ELPI Levels 1, 2L/H, 3L/H 7.3% - EL students who decreased at least one level	2020-21: ELPAC Summative Level 4: Well Developed Level 3: Moderately Developed Level 2: Somewhat Developed Level 1: Minimally Developed Data not available	2021-22: ELPAC Summative Level 4: Well Developed Level 3: Moderately Developed Level 2: Somewhat Developed Level 1: Minimally Developed RVES:K-8 78 students; 9-12 24 students RVUSD: EL for		80% of EL students will make one level growth per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RVES: 54.5% - EL students who progressed at least one level 45.4% - EL students who maintained ELPI Levels 1, 2L/H, 3L/H 0.0% - EL students who decreased at least one level	RVUSD: 88 students/69 scores Level 4: 0% Level 3: 26.09% Level 2: 34.78% Level 1: 39.13% RVES: 60 students/49 scores Level 4: 0% Level 3: 26.53% Level 2: 40.82% Level 1: 32.65% RVHS: 22 students/15 scores Level 4: 0% Level 3: 26.67% Level 2: 20.00% Level 1: 53.33% RVHS:	1-3 years - 28 students 4-5 years (At-Risk) - 22 students 6+ years - 31 students RFEP - 4 students RVUSD: 88 students/70 scores Level 4: 2.86% Level 3: 24.29% Level 2: 31.43% Level 1: 41.43% RVES: 62 students/53 scores Level 4: 3.77% Level 3: 28.30% Level 2: 32.08% Level 1: 35.85% RVHS: 24 students/16 scores Level 4: 0% Level 3: 12.5% Level 2: 25.0% Level 1: 62.5% RVUSD:		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		53.6% - EL students who progressed at least one level 39.0% - EL students who maintained ELPI Levels 1, 2L/H, 3L/H 7.3% - EL students who decreased at least one level RVES: 54.5% - EL students who progressed at least one level 45.4% - EL students who maintained ELPI Levels 1, 2L/H, 3L/H 0.0% - EL students who decreased at least one level	24.6% - EL students who progressed at least one level 49.1% - EL students who maintained ELPI Levels 1, 2L/H, 3L/H 26.3% - EL students who decreased at least one level RVHS: 19% of students are EL NA - EL students who progressed at least one level 46.7% - EL students who maintained ELPI Levels 1, 2L/H, 3L/H 53.3% - EL students who decreased at least one level RVES: 31.7% - EL students who progressed at least one level 51.2% - EL students who maintained ELPI Levels 1, 2L/H, 3L/H 17.1% - EL students who decreased at least one level		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC - # at level 4; # of students reclassified	1 student obtained Level 4 in 2018-19 and was reclassified - 100%	RVUSD: # of students obtained Level 4 in 2020-21 - 0 # of students reclassified in 2020-21 - 0 # of students obtained Level 4 in 2021-22 - data not available # of students reclassified in 2021-22 - 0 to date	RVUSD: # of students obtained Level 4 in 2021-22 - 2.86% (2 students) # of students reclassified in 2021-22 - none to date # of students obtained Level 4 in 2022-23 - data not yet available # of students reclassified in 2022-23 - 2 students were reclassed using 2021-22 ELPAC data.		95% of Level 4 students will be reclassified
UC a-g completion rate for seniors	# of seniors (2019-20) completing UC a-g courses - 3	2020-21 RVHS: 3.3% ALL 3.4% SED 1 student completed - g courses to meet CSU and UC requirements 2021-22 RVHS: The school reports that 13 students are on track to complete a-g courses to meet CSU and UC requirements	2021-22 RVHS: 5.4% ALL 5.4% SED 1 student completed a-g courses to meet CSU and UC requirements 2022-23 RVHS: The school reports that 8 students are on track to complete a-g courses to meet CSU and UC requirements (42%)		Increase % of seniors completing UC a-g courses by 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE - # of students taking courses by pathway; # students who complete pathways/seniors	Agriculture Science: # classes - 6 # students in pathway - 17 Natural Resources: # classes -3 # students in pathway -25 Ag Mechanics: # classes - 3 # students in pathway - 15	2021-22 RVHS: Agriculture Science: # students in pathway - 40 Natural Resources: # students in pathway -16 Ag Mechanics: pathway is not in place / teacher left	2022-23 RVHS: Animal Science: # students in pathway - 21 Agriscience: # students in pathway - 20 Welding: Not a pathway # of students taking welding - 8 4 seniors are on-track to complete an Agriculture pathway according to school records.		Maintain three pathways Increase # of students participating by 5%
AP - # of students completing AP courses with passing grades (C or above)	# of AP courses - 3 # of students taking courses - 3	2021-22 RVHS: # of AP courses - 1 # of students taking courses - 3	2022-23 RVHS: # of AP courses - 0 # of students taking courses - 0		Increase student enrollment by 6
Summer School - # of students participating; # of credits earned or recovered	# of students - 39 students # of credits earned - 148.75 credits	2021-22 RVHS: # of students attended SS - 54 students # of credits earned - 188.5 credits	2022-23 RVHS: # of students attended SS - 41 students # of credits earned - 205 credits		50 students; 160 credits earned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		RVES: No summer school at elementary school	RVES: 2 SS classes were provided by RVES staff (K-3, 4-7)		
Graduation rate	81.3% grad rate - 2019-20	2020-21 RVHS: Grad Rate (Dashboard) - ALL 86.7% SED 86.2% AI 87.0% High school records show that 15 of 16 high school seniors graduated in 2020-21. 2021-22 RVHS High school records show that 39 of 41 high school seniors are on-track for graduation in 2021-22. This would be a 95% graduation rate.	2021-22 RVUSD: Grad Rate (Dashboard) -75.7% 5-year graduation rate ALL 75.7% AI 87.0% Homeless 71.4% RVHS: Grad Rate (Dashboard) - 76% 5-year graduation rate ALL 76% AI 83.3% Homeless 73.7% SWD 75% Hispanic 60% SED 77.6% Student Groups by Performance Level: Low: ALL, Homeless, SED Medium: American Indian No Performance Level: EL, Foster		increase by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Youth, Hispanic, DWD, White DataQuest data (5 year cohort): Round Valley Continuation - 100% Round Valley High - 77.8% Round Valley Unified - 89.3% 2022-23 RVHS High school records show that of 19 high school seniors, 19 are on-track for graduation in 2022-23. This would be a 100 % graduation rate.		
College-Going rates College and Career	College-Going rates: (2017) 35.3% (ALL); 27.3% (AI) In-state and out-of-state College and Career: (2018-19) 3.0% prepared (ALL) 6.1% approaching prepared (ALL) 90.9% not prepared (ALL)	No DASHBOARD data on college-going or college and career is available for the 20-21 school year due to limited data available as an outcome of modifications due to COVID pandemic. The high school reports that of the 39 graduates from 2021-	No Dashboard data on college-going or college and career is available for the 21-22 or 22-23 school year from CDE.		increase by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		22, 36 plan to attend college or trade schools. Three students have decided to work for a year before pursuing expanded learning opportunities.			
Textbook Sufficiency	100% of students have use of state board approved or district adopted standards aligned textbooks to use in class or at home. 100% of high school students are provided a Chromebook to use at school and at home to complete assignments.	2021-22 RVES: 100% of teachers are using state board and district board adopted standards-aligned instructional materials. Teachers are further using supplemental materials to assist with decreasing learning loss as identified by most classroom teachers. 100% of students, grades 1-8 are provided a Chromebook to use at school and at home to complete assignments. During virtual learning, all students were provided Chromebooks and the district worked with	2022-23 RVES: 100% of teachers are using state board and district board adopted standards-aligned instructional materials. Teachers are further using supplemental materials to assist with decreasing learning loss. 100% of students, grades 1-8 are provided a Chromebook to use at school and at home to complete assignments. RVHS: 100% of teachers are using district board adopted standards-aligned instructional materials. 100% of students, grades 9-12		Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the local internet provider to increase internet access. RVHS: 100% of teachers are using district board adopted standards-aligned instructional materials. 100% of students, grades 9-12 are provided a Chromebook to use at school and at home to complete assignments. During virtual learning, all students were provided Chromebooks and the district worked with the local internet provider to increase internet access.	are provided a Chromebook to use at school and at home to complete assignments.		
Assignment Monitoring - Credentials / new teacher retention	No misassignments: 2 PIPs 4 Interns 2 CBEST Waivers	2021-22 RVUSD: No missassignments: 3 PIPs 2 STPs 32 Fully Credentialed 2020-21 teacher retention rate - 100% 30 teachers	2022-23 RVUSD: Misassignments: 0 Interns - 3 STPs - 2 Waivers (HS) - 3 Fully Credentialed - 27		No misassignments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		0 teachers left at the end of the year 2021-22 teacher retention rate- 94% 34 teachers 2 teachers left at end of year	2022-23 teacher retention rate - 97% 36 of 37 teachers will return. 1 teacher has notified the district that he/she will not be returning in 2023-24 as of March 2023.		
Native Classes - # of courses provided	5 native language classes offered 3 other native American courses at RVHS Indian Land curriculum at RVES	2021-22 RVES: Indian Land Curriculum taught to all K-5 classes one time/week. Wailaki is taught in all classes K-5 one times/week. Indian Land Curriculum and Wailacki are taught weekly to grades 6-8. RVHS: # of native language classes offered - 5 42 students are currently enrolled in Wailaki or Yuki language classes. # of other native American courses - 3	2022-23 RVES: Indian Land Curriculum taught to all K-6 classes (11 classes). Grades 4-6 receive 1/2 hour instruction weekly. Grades K-3 receive 1/2 hour instruction bi-weekly and receive instruction in Wailaki on alternate weeks. Grades 7-8 receive 1/2 hour of aily instruction in Yuki. Grade 8 also rceives1/2 hour of Wailaki Art/Indian Land Curriculum daily. RVHS: Native language classes offered		maintain # of language and other courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(Wailaki 1, 2, 3, 4, Yuki 1, 2) 32 students are currently enrolled in Wailaki or Yuki language classes. Other native American courses offered (Native American Art, Native American History, White Bison). 43 students are currently enrolled in these courses.		
Music and Physical Education/Fitness at RVES - # of classes who regularly are provided this instruction	100% physical education/fitness grade 1-8 1005 music grade 1-6	2021-22 RVES: Physical Education/Fitness/Wellness is taught to grades K-8 two times/week. Music is taught one time/week to all classes, grades K-5. Music is an elective for grades 6-8.	2022-23 RVES: Grades 1-6 receive 20-30 minutes of PE daily. Grades 7-8 receive 40 minutes of PE daily. Grades K-6 receive 30 minutes of music weekly. Grades 7-8 receive 20 minutes 4X/week of music instruction (based on choice if they want music)..		maintain 100% of classes participating in music and physical education/fitness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dual Enrollment classes # % of students participating in each course	Dual enrollment classes - 2 We do not have current data on # of students / 20-21 will be baseline year.	2020-21 RVHS: Dual Enrollment classes - CCS-100: 10 students 2021-22 RVHS: Dual Enrollment classes - CCS-100: 45 students English 85: 4 students English 200: 15 students Pols 200: 11 students CAM 101: 4 students	2022-23 RVHS: Dual Enrollment classes - CCS-100: 5 students CCS-221: 11 students Pols 200: 8 students MUS-209: 6 students ADJ-200: 11 students		maintain # of classes increase of 5% in enrollment
Completion of both a-g and CTE pathway requirements	2021 - 0 students completed both a-g and CTE pathway requirements	2020-21 RVHS: # of students who completed both a-g and CTE pathway requirements - 0 2021-22 RVHS: # of students who are on-track for completing both a-g and CTE pathway requirements - 4	2021-22 RVHS: # of students who completed both a-g and CTE pathway requirements - 0 2022-23 RVHS: # of students who are on-track for completing both a-g and CTE pathway requirements - 4		5 students will complete both a-g and CTE pathway requirements

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELD Service Model - RVHS	An ELD teacher (.5 FTE) will provide three periods of EL Standards acquisition and academic support to EL students. 1.5 EL tutors will provide support within the ELD classroom and within core classrooms. EL students will also participate in ELA intervention, as needed. The ELD teacher will provide monthly PD for staff and will provide specific feedback on strategies to be used in classrooms that will increase student understanding. The ELD teacher will also oversee on-going ELPAC assessments with new high school EL students and spring assessments with high school EL students. RVHS will focus on developing stronger communication with parents through two-way translations of information and will develop a "Catch-Up" summer program for EL students who are struggling. The RVHS EL teacher will review EL materials for adoption and select instructional materials that meet student needs.	$104,861.00	Yes
2.2	ELD Service Model - RVES	An ELD teacher (1.0 FTE) will provide English language and EL standards acquisition instruction to EL students at the elementary school. EL students will also participate in ELA intervention, as needed. The ELD teacher will provide PD for staffa minimum of three times/year and will provide specific feedback on strategies to be used in classrooms that will increase student understanding. The ELD teacher will also complete ELPAC assessments within state guidelines and will share assessment data with teachers as soon as possible (beginning of school year; once assessment of new students are completed within first 30 days of attendance). An EL instructional assistant will be hired to support the program implementation under the direction of the EL teacher. The district will work with MCOE EL specialist to review current student needs, review program for effectiveness in meeting those needs, and assist the district in identifying and purchasing an EL program that will meet the specific needs of RVES EL student population. MCOE EL specialist will work with district throughout the year supporting implementation and providing additional training, when identified..	$166,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Reclassified EL Students	EL students who reach level 4 on ELPAC will be reviewed for reclassification. These reviews will take place at the end of each school year with the Reclassification Team (teacher, ELD teacher, parent, student and administrator). Academic progress for reclassified EL students will be monitored each year, and the EL school team will develop student learning plans to support identified learning needs. Incentives will be provided to students who earn Level 4 or who show growth of at least one level on the ELPAC.	$2,000.00	Yes
2.4	EL ELPAC Assessment Results Distribution	The EL teachers will assess all district current EL students in the spring using the ELPAC. The EL teachers will distribute ELPAC assessment results and will meet with teachers to explain results and share strategies for classroom modifications specific to the needs of the EL students in their classrooms at the beginning of each school year. As new EL students enter the district, the EL teachers will assess them with the ELPAC within 30 days. Both EL teachers will receive curriculum development extra pay for up to 4 hours of work outside the school day to prepare information for teachers regarding strategies to use with EL students who score at Levels 1-4 on the ELPAC.	$670.00	Yes
2.5	EL Parent Representation	The RVES ELAC (English Language Acquisition Committee) will meet quarterly and will be overseen by the EL teacher and the principal. The District English Language Acquisition Committee (DELAC) will meet three times/year. Agendas will be developed and distributed prior to each meeting and parents will be encouraged to attend. The DELAC will assist schools in identifying potential EL parent representation for SSCs. The superintendent/designee will meet with DELAC leaders each year to obtain input and address concerns.	$200.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	College Readiness - Dual-Enrollment and access to Mendocino College courses	A minimum of two dual-enrollment classes, including Career and College Readiness(yearly for 9th grade students) and College Success (every other year), will be provided through a collaboration between RVHS and Mendocino Community College. The collaborative is also implementing a new dual-enrollment class focused on Music History. A Poli-Sci class is provided at the school site after school hours. RVHS and MCC will review course content and restructure, as needed. Dual-enrollment teachers will be provided training and support in curriculum development. RVHS will work with MCC to design additional courses for future years. RVHS students who attend Mendocino College classes will be fiscally supported with tuition and textbooks, as needed.	$8,440.00	Yes
2.7	College Readiness - AP courses	RVHS will provide one AP course within the master schedule this year (English). The school will further offer students an opportunity to enroll in AP courses through APEX on-line learning and will provide teacher support for students as they complete on-line AP courses.	$12,000.00	Yes
2.8	RVES Enrichment Program	An Enrichment Program for students identified as gifted and talented and/or high performing will be provided in an afterschool program.	$5,700.00	Yes
2.9	College Readiness - STEM	RVHS will continue to provide a STEM based classroom (i-3) that focuses on hands-on application of concepts learned. This course will follow Sonoma State University curriculum and teachers will participate in on-going professional development. The teacher will participate in monthly training through SSU and will attend a one week conference each summer.\n\nThis Goal-Action will not occur during the 23-24 school year due to loss of teacher and the difficulty with recruitment of a new teacher.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	College Readiness - Visitations	RVHS and RVES (middle School) will provide visitations to college campuses to enable students greater understanding of higher education opportunities. RVHS will further work with Sonoma State University (SSU) to support TRIO and will work with Humboldt State University to provide on-site support and summer classes for students. RVUSD will further offer visitations to colleges outside of the state that focus on providing high quality higher education for Indian students.	$25,000.00	Yes
2.11	College Readiness - Soliciting Feedback	The RVHS principal and counselor will contact students who have completed their education at RVHS and who are currently attending higher education programs to solicit feedback on the effectiveness of the high school program in preparing them for higher education. Students will be contacted and asked to complete surveys and will also be encouraged to set an appointment to speak with the principal or counselor regarding their experiences. The information collected will be used to determine what modifications need to be made to the high school program to increase effectiveness.	$0.00	No
2.12	Decrease Learning Loss -Summer School, A-G course offerings and completion	RVHS and RVES students will be provided the following learning environments that will support credit recovery: 1. Summer school that is focused on credit recovery to increase graduation rates RVHS). 2. Summer School to decrease learning loss (RVES). 3. Additional credit recovery periods through Schoology, APEX, direct instruction (RVHS). RVHS will provide the following A-G completion program to decrease learning loss and increase the number of students who successfully complete A-G coursework and become eligible to enroll in higher education (UC, CSU).	$25,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The high school staff and administration is currently developing a plan to increase the number of students who meet A-G requirements and to increase the number of opportunities for students to take and complete credit recovery. This plan has not been completed, so is not listed in the LCAP.		
2.13	Student Support - Student Study Teams	Each school site will implement a Student Study Team (SST) process that will be utilized as a tool for identifying students who are having difficulties with academics, behavior, attendance and/or are experiencing social-emotional issues. The SST will be the forum used to develop a plan to support student success. A Student Study Team Coordinator, whose role will be to receive SST referrals, collect data, set meeting times, and contact all team members, parents and students of the opportunity to meet and address issues, will be identified at the high school. The principal and leadership team members will take on the SST Coordination role.	$1,855.00	Yes
2.14	Career Readiness - CTE pathways	RVHS will provide the following career pathways: Agricultural Science and Natural Resources.	$187,086.00	Yes
2.15	Broad Course of Study - Native American classes	RVHS will provide Native American language classes (Wailaki and Yuki), Native American History, Native American Cultural Arts, and White Bison in their master schedule. RVES will participate in weekly classes that focus on the culture and heritage of the American Indian people (Indian Land curriculum) and will receive instruction in the Wailaki and Yuki languages. The District will provide stipends for one teacher at RVES and one teacher at RVHS to coordinate Indian activities and events. The	$204,737.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District will further provide funds to support activities and instruction provided to the school sites through site coordinator planning.		
2.17	Broad Course of Study - ES Enhanced Learning	Elementary school students (grades K-8) will participate in music instruction each week. Elementary school students (grades 1-8) will participate in specialized physical awareness and physical education classes that focus on developing wellness.	$158,424.00	Yes
2.18	Special Education Services	RVUSD will utilize a variety of special education resources to fund all costs not described in other actions/services associated with providing special education service for students with Individualized Education Plans or 504 Plans. Services include: psychological assessment and educational planning, speech services, special ed personnel support, OT, nursing, supplies and other expenses.	$314,000.00	No
2.19	Sufficient Textbooks	The district will purchase updated standards based and aligned textbooks and instructional materials for all students in core subject areas. Purchases will include the adoption of new common core aligned materials, as well as replacement of current instructional materials. 100% of students will have standards aligned and State Board adopted (K-8) or Local Board adopted (9-12) for use in school and at home, as applicable. Students will also have access to on-line instructional materials used in general instruction and in intervention. RVHS will review and adopt ELA instructional materials (23-24). RVES will review and adopt Science materials (24-25).	$40,000.00	No
2.20	Appropriate Credentials, Teacher/Administrato	100% of teachers will hold appropriate authorizations for the positions in which they teach. No misassignments will occur. The district will support teachers in meeting credential requirements. The district will	$40,500.00	No

Action #	Title	Description	Total Funds	Contributing
	r Mentoring, and new teacher retention	further support new administrators to meet requirements for clear credentials. Experienced teachers will mentor teachers new to the district.		
2.22	Technology - Nearpod	Nearpod is a technology based program that assists teachers to obtain self-paced lesson banks and has a library of lessons and assessments to support learning of standards in all core academics. Flocabulary is a supplemental vocabulary development program that accompanies Nearpod. Teachers will be trained in the use of Nearpod and Flocabulary with students.	$15,000.00	Yes
2.23	Technology - Chromebooks/other Technology Tools	The district will provide Chromebooks for all students, grades K-12, for use during instruction in all classrooms. Students will be allowed to take home Chromebooks to complete assignments when needed. Classrooms will continue to be provided a variety of technology. A technology support specialist will provide immediate services to classrooms to ensure that instruction has minimal interruption. The technology support specialist will maintain hardware and software so these tools are readily available for student use.	$194,486.00	Yes
2.24	Teacher Professional Development	The District will provide early release one day/week for teacher collaboration, PLCs, and professional development. Approximately one and one-half hours of time will be provided for these activities. Professional development at each site will be determined by teacher and administration identified needs and will include curriculum implementation, development of rigorous and engaging learning opportunities, PLC implementation, and development of instruction	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		based on student needs as identified through ongoing, outcome based assessments. Teachers new to the district and new to teaching will be provided a mentor from the current teachers at their site. These individuals will also take on the role of mentor teacher through the new teacher induction program, when possible. Site based mentors will be provided a stipend for meeting one day/week with the new teacher throughout the school year (see Goal 2.20). At RVES, MCOE provides specific support to new teachers and A technology mentor teacher will be provided to RVES and RVHS to support teacher implementation of core technology-based curriculum.		
2.26	Transitional Kindergarten Expansion - RVES	The District will provide Transitional Kindergarten for all students who will turn 5 years of age during the following timeline: September 2023-June _____.	$213,162.00	Yes

Goal Analysis [2022-23]

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.

The following actions were implemented during 2022-23:
1. ELD programs at RVES and RVHS are in place. At the high school, one part-time EL teacher and two paraprofessionals provided direct instruction and classroom support (push-in). Although the EL teacher shared student ELPAC data with teachers, she did not provide professional development to teachers that would help understanding of strategies to use with students according to their ELPAC levels. The principal and EL teacher are planning a PD schedule for 2023-24 where the EL teacher will provide on-going information on how to best support EL students in classrooms. A review of current high school EL students shows significant credit deficiency has occurred with EL students over the last three years due to COVID and on-line learning structures. At the elementary school, one teacher and one bilingual instructional aide provided direct instruction, in-class support, and support during 95% reading program. The EL teacher has not shared ELPAC results and has worked minimally with teachers on understanding how to support students within their classrooms. Two students

were reclassified in 2022-23 using 2021-22 student ELPAC results. ELD PD has not taken place this year. The elementary principal has worked with the EL teacher to adopt EL curriculum, make and maintain a student schedule, and abide by timelines for assessments. MCOE has provided support to both the elementary and the high school EL teachers.

2. College Readiness: Two dual enrollment courses are in place this year, Career and College Readiness and Music History. College Success is offered in alternate years. Mendocino College provides classes on campus during 7th period and high school students are encouraged to enroll. The school and Mendocino College will review the syllabus for each of the dual-enrollment courses and will restructure/update as needed this summer. Dual-enrollment teachers will also be trained specifically to teacher these dual enrollment courses. One AP course has been offered in English. Other AP courses are available through APEX. Two Honors courses are currently offered through APEX. One STEM class is provided through a collaboration with RVUSD and SSU. One STEM class is provided through a collaboration with RVUSD and SSU. Students have participated in college visitations this year.

3. RVES was not able to develop and implement the afterschool Enrichment program for gifted, talented, and high performing students. The new principal has indicated that she will make this a priority for the 2023-24 school year.

4. RVES held two summer school classes during summer, 2022. RVES will purchase curriculum for use during summer school in summer, 2023 and will encourage more teachers to teach summer school.

5. One career pathway was provided this year: Agricultural Sciences. We did not provide the Natural Resources pathway and the Ag mechanics pathway due to our inability to find teachers for these courses. In 2023-24, we plan to re-implement the Natural Resources pathway. We will also attempt to find an instructor for Ag Mechanics.

6. Broad Course of Study: RVHS provided Native American Indian language classes (Wailaki and Yuki) that have been approved for a-g credit, and also provided Native American Indian History, Native American Cultural Arts, and White Bison. Two of these courses have been approved for a-g credit. RVES provided language instruction (Wailaki and Yuki) in the elementary/middle school, Native American Arts, and provided on a weekly basis the Indian Land Curriculum at the elementary level. RVES also provided to students, in grades K-8, weekly music instruction and, in grades 1-8, weekly instruction in physical health and wellness/physical education classes.

7. RVHS provided summer school on the school site to help mitigate the loss of credits that has occurred over the past two years. 54 students attended summer school and earned 188.5 credits during the summer. The high school's A -G grant provided funding to support additional periods of credit recovery at the high school, direct support for students as they retake courses that previously failed, and provide support for teachers to complete the required paperwork necessary to have courses identified as a-g. The school has identified several issues they believe they need to change in the A-G grant program so that the focus can be fine tuned next year.

8. Teachers held appropriate credentials and no misassignments were identified. PIPPs. STPs, and Intern teachers are supported fiscally by the district as they work to complete credential requirements.

9. PD is provided through attendance at conferences, in district and COE workshops, and during weekly early release time used for collaboration and training. MCOE provides curricular support at both sites for target teachers and new teachers, and the district provides each new teacher with an experienced mentor teacher. Technology mentors provide tech support in implementing curriculum and in using Schoology.

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

The following material differences between budgeted expenditures and estimated actual expenditures on Goal 3 are as follows:
1. 2-1 The HS credentialed EL tutor worked more time than anticipated to cover for the 2nd part-time EL tutor that was not hired due to inability of the district to find someone qualified.
2. 2-6 Only one dual-enrollment course took place and the teacher received stipends for teaching the course. The class was not a part of the teacher's salary/benefits (.17). Also, students who took classes at Mendocino College qualified for free tuition, so no costs were expended.
3. 2-7 APEX was purchased for two years in the Spring of 2021.
4. 2-8 Program was not put in place. The school will focus on implementing in 2023-24.
5. 2-9 STEM program with SSU ended. No costs were charged.
6. 2-10 The high school took less trips to visit colleges than anticipated.
7. 2-12 No new A-G syllabi and courses were developed/approved. Summer school salaries/benefits were lower than anticipated due to only 2 elementary teachers being willing to teach summer school.
8. 2-13 Only 1 SST Coordinator received a stipend (RVHS). The elementary school chose not to have a stipend SST Coordinator position and chose instead to have the school's Leadership Team take on this role.
9. 2-15 The district added additional staffing (part-time to close to full-time) and salaries increased due to qualifications of teachers.
10. 2-19 More textbooks were purchased than anticipated.
11. 2-23 Less Chromebooks were purchased and some technology equipment was purchased from other funding streams.
12. 2-24 PD outlined in goal 1-12 was coded to this action.
13. TK aide expenses were higher than planned (more hours and higher salary/benefits).

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

The addition of the new EL instruction model with added personnel at the high school has helped students to increase their understanding of the core curriculum while also providing them experiences with learning English. The implementation of the new model provided more services specific to meeting EL student needs. The teacher was new to the district and has been working with MCOE to increase skills in working with EL students. We have also had several new high school students who have limited English skills move into the school this year. It has been a challenge to meet the wide variation of student needs. The college readiness programs put in place at the high school are showing increasing numbers of students enrolling in dual-enrollment and college courses provided during 7th period at the high school. Visitations to college campuses has also provided high school and middle school students with information about higher education programs, but within and outside of the state. The CTE program this year focused on two pathways: Natural Resources and AG Science. Students continue to want to participate in these pathway programs. We further were able to provide Welding CTE courses. Expanded learning opportunities included providing a range of courses that support the inclusion of our Native American Indian students through instruction in Yuki and Wailaki, Cultural Arts, Native American History, White Bison, and Indian Land Curriculum. Courses are provided at the elementary and the high school, and high school courses listed above have been certified to meet a-g UC/CSU credit requirements for entrance into their higher education programs. This is providing many of our students access to meeting a-g requirements while also learning about the

languages, history, and culture of their local tribes and tribe throughout the United States. The elementary school also successfully provides music instruction and daily time for students to participate in healthy activities. Credit recovery in summer school has been providing high school students a needed avenue to earn credits. This last summer, 41 (38%) of RVHS students participated in credit recover summer school and earned 205 credits. The high school will be implementing credit recovery options during the school day in 2023-24, as well as after school and during the summer.

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

The following modifications were made to the planned goals, metrics, and actions that resulted from reflection based on the effectiveness of our implementation of actions and student outcomes:
Goal 2.1: Modified to clarify 3 periods of ELD support will be provided by RVHS EL teacher. MCOE will provide limited support during 2023-24.
Goal 2.2: Added that the EL teacher at RVES will provide at least 3 EL trainings to staff during the year.
Goal 2.3: Added incentives for students to take ELPAC seriously and who are reclassified and/or show significant growth on ELPAC.
Goal 2.4: Provided time for EL teachers (RVES, RVHS) to plan for PD.
Goal 2.5: Modified RVES ELAC meetings to three times/year and DELAC to two times/year.
Goal 2.6: Modified dual-enrollment classes to be available, and provided language to update or restructure curricular plan for courses, as needed and training for dual-enrollment teachers.
Goal 2.12: OLD - eliminated
Goal 2.12: NEW - Added restructuring of A-G completion program due to concerns that the current program was not meeting needs of students who need to successfully complete A-G coursework.
Goal 2.13: OLD - virtual learning eliminated
Goal 2.13: NEW - SST process with SST Coordination will occur at RVHS only. RVES principal and the leadership team will take on these roles.
Goal 2.14: Eliminated Ag Mechanics as pathway due to inability to find a credentialed instructor. Will continue with Natural Resources and Ag. Science.
Goal 2.15: Added in 2 stipend Indian Ed Coordinators (one at each site).
Goal 2.22: Added in new software Flocabulary.

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

Goals and Actions

Goal

Goal #	Description
3	The district will work with schools to develop positive school climates, increasing a sense of safety and school connectedness between pupils, parents and teachers.

An explanation of why the LEA has developed this goal.

In our LCAP, we use Goal 3 to outline actions planned to increase student attendance/decrease chronic absenteeism, maintain a sense of safety for our students, continue social-emotional counseling, decrease suspensions, and increase a sense of school connectedness between teachers, parents and students.

2020-21 Chronic Absenteeism data indicates that RVUSD chronic absenteeism rate was an average of 26.9%, while RVES showed a chronic absenteeism rate of 38.6% and RVHS showed a rate of 0.0%. Data needs to be reviewed carefully due to significant changes at the high school. We are aware that this year there has been significant chronic absenteeism that the district will address in the LCAP. 2021-22 Chronic Absenteeism data indicates that RVUSD chronic absenteeism rate increased to 56.6% this year (increase of 29.7% from 20-21), while RVES showed a chronic absenteeism increase to 57.1% (increase of 18.5% from 20-21) and RVHS showed a chronic absenteeism rate increase to 57% (increase of 57% from 20-21). We are aware that this year there has been significant chronic absenteeism that the district will address in the LCAP.

In 2021-2022, Dashboard data shows that RVUSD had a suspension rate of 7.7% (High Performance Level). RVES had a suspension rate of 9.3% (Very High Performance Level) and RVHS had a suspension rate of 4.4% (Medium Performance Level). Student Groups by Performance Level include the following: American Indian, Hispanic, SED (Medium Performance Level) and English Learner, Foster Youth, Homeless, SWD, White (No Performance Level). Parents, students and teachers voice concerns about student behavior within classrooms, indicating that a few students make it difficult for all others to focus on learning. They also have identified specific issues with aggressive student behavior towards other students and adults on campus.. We will address this continued concern in our plan. Parents and students further indicate that they believe the mental health counseling and the student social learning groups are having positive effects on individual students and on the schools as a whole and want to see these services continue due to a lack of community services closely available.

It continues to be a challenge to have parents feel comfortable being a part of the school planning process through membership in the School Site Council. It is difficult at times to have a quorum at SSC meetings. However, the schools and SSCs have had strong success in providing opportunities for parents and families to participate in school sponsored events and activities. Although initially we saw fewer families participating at large group events, towards the middle of the year, schools saw attendance at events and school activities increase significantly. Parents are positive about the activities provided and have indicated that they believe these activities to be an important part of the educational experience.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates - ADA, Average Days absent, Unexcused absences	ADA (2019-2020) : RVHS ADA - 96.68% RVES ADA - 95.17% Yolla Bolly - 98.73% Average Days Absent (2018-19): RVES - 13.8 days average RVHS - 11.6 days average Yolla Bolly - 11.5 days average Unexcused absences (2018-19): RVES - 45.4% of absences unexcused RVHS - 39.4% of absences unexcused Yolla Bolly - 96.9% of absences unexcused	ADA (2020-21): RVHS ADA - 96.68% RVES ADA - 95.17% Average Days Absent (2020-21): RVES - 29.4 absences/day average RVHS - 1.5 absences/day average Unexcused absences (2020-21): RVES - 85.7% of absences unexcused RVHS - 100% of absences unexcused Yolla Bolly - 100% of absences unexcused Please note: All data listed below is through April 30, 2022. ADA (2021-22): RVHS ADA -84.07% RVES ADA - 84.42% Average Days Absent (2021-22):	ADA (2021-22): RVHS ADA - 84.07% RVES ADA - 84.42% Yolla Bolly Continuation - 99.47% Average Days Absent (2021-22): RVES - 27.7 absences/day average RVHS - 27.0 absences/day average Yolla Bolly- 13.9 absences/day average Unexcused absences (2021-22): RVES - 37.6% of absences unexcused RVHS - 60.4% of absences unexcused Yolla Bolly - 84.4% of absences unexcused ADA (2022-23): RVHS ADA - 90.17% RVES ADA - 87.64% Yolla Bolly Continuation - 100%		ADA: Increase by 3% Average Days Absent: decrease by 5 days average Unexcused absences: decrease by 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		RVES - 27.7 absences/day average RVHS - 27.0 absences/day average Unexcused absences (2021-22): RVES -37.6% of absences unexcused RVHS - 60.4% of absences unexcused			
Chronic Absenteeism Rates	2018-19 Chronic Absenteeism RVES - 29.6% RVHS - 20.5% Continuation - 27.3%	2020-21 Chronic Absenteeism RVUSD - 26.9% AI - 31.3% H - 17.6% W - 24.5% RVES - 38.6% AI - 44.7% H - 27.3% W - 32.5% RVHS - 0% Continuation - 0%	2021-22 Chronic Absenteeism RVUSD - 56.6% ALL Very High AI - 65.5% Hispanic - 40.7% W - 50.0% EL -37.5% SED - 56.9% SWD - 70.6% Homeless - 62.4% Student Groups by Performance Levels: Very High - AI, EL, Hispanic, Homeless, SED, SWD, White RVES - 57.1% ALL Very High AI - 65.5%		Decrease by 5% Subgroup analysis indicates less than 5% difference between subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Hispanic - 40.7% W - 50% EL - 37.5% Homeless - 62.4% SED - 56.9% SWD - 70.6% Student Groups by Performance Levels: Very High - ALL, AI, EL, Hispanic, Homeless, SED, SWD, White RVHS - 57% Continuation - 28.1%		
Suspension and Expulsion Rates	2019-20 Suspensions: RVES - 4.9%, decreased 0.1% from previous year RVHS - 3.7%, decreased 9.4% from previous year. 2019-20 Expulsions: RVHS - 1 student (7.14%) RVES - 0 student (0.0%) RVUSD - 1 student (.19%)	2021-22 (through 04/30/2022) Suspension Rate: RVES - 24 Students RVHS - 5 students Expulsions: RVHS - 0.0% 0 students RVES - 0.0% 0 students RVUSD - 0.0% 0 students	2021-22 Suspension Rate: RVUSD - 7.7% suspended at least one day ALL High Performance Level RVES - 9.3% suspended at least one day ALL Very High Performance Level EL - 10.8% suspended SWD - 9.6% suspended White - 5.3% suspended		Decrease to no greater than 4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			AI - 9.3% suspended Hispanic - 11.9% suspended SED - 10.3% suspended Student Groups by Performance Level: Very High - AI, Hispanic, SED, EL, Homeless, SWD High - White No Performance Level - Foster Youth RVHS - 4.4% suspended at least one day ALL Medium Performance Level EL - 3.8% suspended SWD - 4.3% suspended White - 5.9% suspended AI - 4.9% suspended Hispanic - 2.7% suspended SED - 4.0% suspended Student Groups by Performance Level: Medium - AI, Hispanic, SED		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			No Performance Level - EL, Foster Youth, Homeless, SWD, White Expulsions: RVHS - 0.0% 0 students RVES - 0.0% 0 students RVUSD - 0.0% 0 students		
Drop-out Rates - MS and HS	2016-17 Drop-out Rates RVHS - 7.9% RVES - 0.0% RVUSD - 9.5%	2020-21 Drop-out Rates: RVHS - 16.67% (14 of 18 graduated; 1 of 4 who did not graduate continued in school) RVES - 0.0% RVUSD - 10.71% (24 of 28 graduated; 1 of 4 who did not graduate continued in school) 2021-22 data not available	2021-22 Drop-out Rates (5-Year Cohort Outcome/DataQuest): RVHS - 16.67% RVES - 0.0% RVUSD - 10.71%		Decrease to no greater than 5%
Parent Engagement activities	# of activities on campus during year:	RVES - 16 activities -	RVES - Activities - Back to School night (139		A minimum of one parent engagement activity per quarter

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Not applicable - the schools were shut down due to COVID-19 Pandemic. 2021-22 will be baseline year.	Back to School Nights (2), Attendance Breakfasts, Native American Week, Author's Teas, Halloween Carnival, Awards Ceremony, Winter Concert, Awards Ceremonies, Winter Concert, Parent Conference Weeks, Big Time, Dia de los ninos carnival, 8th grade Breakfast and Awards, K Graduation, 8th Graduation RVHS - 9 activities - Indigenous Peoples Day, Clayton Small Workshops (1&2), Talking Circle Group - Facilitated NDN, Fathers Dads Network/Leaders, RVHS Big Time, Wailaki Canoe Day, Challenge Day, To Honor One Is To Honor All Ceremony, Senior Breakfast/Rewards	parents); California Indian Days stick game tournament (50 parents); Halloween Carnival (75 parents); Family Outdoor Activity Night (174 parents); Winter Family Music Night (300 parents); Winter Carnival (75 parents); Awards Assemblies at end of each quarter (cafeteria is filled with parents); 100th Day of School Events (25 parents); Parent Conferences (151 parents); Family Game Night; Field Day; Authors Fair; Special Breakfasts for attendance (Sept (274 parents), Oct. 220 parents, Nov. 186 parents, Dec. 162 parents, Jan. 124 parents, Feb. 200 parents, March, April, May (to be provided). RVHS -		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Activities - 8th grade parent and student day; senior awards parent day; To Honor One is to Honor All ceremony with community invited; Big Time with community invited; In Partnership GONA workshop (5 days); Khadijah Britton Jersey ceremony and homecoming events; community pep rallies; Day of the Dead celebration with community invited; community scavenger hut; Indigenous Peoples Day with community invited; Open House with parents, families and students invited.		
Parent, teacher, student surveys - school connectedness and perceptions of safety	Survey results - will need baseline for first year	RVES - Parent Survey: rating of 1-10, with 10 being highest score Students feel safe and welcome at school - 7.79	No districtwide parent surveys were completed as of the time of the writing of this LCAP.		increase by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Student is comfortable talking to staff about issues that come up during school day - 6.56 Easy for parent to communicate with child's teacher or school administrators - 7.65 Staff survey regarding priorities for 22-23-Top Issue to Address: Address learning loss - 30% Address student behavior - 30% Core academic instruction - 20% Build school climate and culture - 20% RVHS - Student Survey Do you feel safe at school? - 71.4% yes student written answers - a few make problems for everyone else; school needs more supervision outside (common themes)			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Did you miss school in the past 30 days? 76.2% - 0 absences 9.5% - 1 absence How comfortable do you feel on campus? 71% feel comfortable/very comfortable 25% feel not comfortable/not at all Do you feel COVID impacted your presence/participation in school? 73.1% - Yes; 28.8% - No How were you affected? 27.1% social interaction 22.9% grades 20.8% attendance 12.5% activities Students provided individual written answers that the school is reviewing as they plan for 2022-23

Staff Survey Most questions needed individual written answers and reflected on the | | | |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		educational program at the school site. School staff is reviewing written answers as they plan for 2022-23 The District will work to develop one, common survey that students, parents and staff can complete next year so comparisons can be made.			
Facility Inspection Tool (FIT)	FIT assessment: RVES - 97.74%; Good rating RVHS - 96.90%; Good rating	2021-22 FIT assessment: RVES - 95.31%; Good rating RVHS - 97.73%; Good rating	2022-23 FIT assessment: RVES - 98.5%; Good Rating RVHS - 98.3%; Good Rating		No less than 95%; Good rating or above

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Outreach Coordinator (POC) Homeless Coordinator	2.0 Parent Outreach Coordinators (POCs) will provide outreach services to parents of students who show consistent issues with attending school consistently and will work with secretaries to ensure the parents of absent students receive daily calls regarding their absences. Schools will utilize an automatic absence calling system. The POCs will also provide direct services to students and parents to mitigate issues that are identified as barriers to positive student	$134,644.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance. The POCs will work with the SARB process and community agencies which can provide services to students and families, The POCs will further work with Tribal Police and Tribal Council in their roles as supporters of student school attendance. The two POCs will also provide coordinating and direct services to our significant Homeless population and our small number of Foster Youth, including home visits, meetings with parents/foster parents to assist in arranging for needed services for students, assisting in helping students access medical and other services, etc. These services will be coordinated with the direction of the Homeless Coordinator and the school site principal. RVES and RVHS will each be assigned 1.0 POC.		
3.2	Support to District - LCFF and other compliance issues	The district will hire part-time personnel to provide support for the development of the LCAP and ensure that compliance issues in the district are addressed.	$23,823.00	Yes
3.3	Recognition and Incentive Programs for attendance and academics	Schools will develop and implement recognition and incentive programs that focus on positive school attendance and academics.	$64,900.00	Yes
3.4	Developing Positive School Climate/Decreasing Suspensions - RVHS	RVHS will implement the Celebrating Families program, expand White Bison to include peer speakers, implement Check and Connect, provide small group counseling focused on specific topics as an option to suspension, increase the number of cultural events and activities on campus, provide professional development that includes understanding and relating to our Native American youth, families and community, and learn effective teaching strategies for our student population. RVHS will also implement Challenge Day for students, staff and parents.	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Behavior Intervention Program - RVES	RVES will continue with implementation of the Positive Behavior and Intervention (PBIS) Program which teaches behavioral skills for classrooms, school environment and play time. The school will provide PBIS training for staff, and supplies to implement PBIS. The school will provide PD to reteach PBIS practices to staff, continue PBIS leadership through the school leadership team, and implement plans for how to address recognition for positive behavior.	$10,000.00	Yes
3.7	Social-Emotional Counseling Services	Counseling services to students whose learning has been negatively impacted due to social-emotional issues will be provided. The sites will share the two social-emotional counselors. RVHS will also have a school counselor who will provide both academic and school focused counseling.	$268,009.00	Yes
3.8	School Safety Support	A part-time campus monitor will be provided on the RVHS campus to assist in monitoring students during and between classes and will oversee noon time supervision of detention. The elementary school will continue with a position that supports the principal and the school through maintaining and overseeing lower level discipline and supporting teachers/students with behavior issues within classrooms and on the yard.	$165,593.00	Yes
3.9	Parent Engagement with Schools; Family Events	The district and schools will provide opportunities for parents and the community to participate in school and/or parent developed events. Events may include Back to School Night, Open House, Freshman Orientation, Parent Conferences, Family Nights, Attendance Breakfasts, Parent Tables at Athletic Events, Award and Recognition Nights, etc. Activities will take place on school sites.	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	District Relationship with Tribal Council	Round Valley Unified School District and Round Valley Indian Tribes Tribal Council will meet for two joint board meetings each year to discuss common issues and concerns and make plans together that will support students and parents. The Superintendent will meet with the Tribal Chairperson to discuss ways in which RV Tribes can support positive school attendance.	$0.00	No
3.11	Maintenance of Safe School Facilities	Each school site will be reviewed prior to the beginning of school for any safety or facility issues. The Facility Inspection Tool (FIT) will be used. All facility issues will be resolved within the first month of school. The district custodial and maintenance staff will keep all classrooms, buildings and grounds clean and maintained.	$534,370.00	No
3.12	Safe, Clean Facilities	The District will continue to deep clean classrooms and school facilities with disinfecting materials and fogging devices, and will provide personal protective equipment to staff and students, as needed, for protection from COVID.	$20,000.00	No

Goal Analysis [2022-23]

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.

The following actions were implemented during 2022-23:
1. The Parent Outreach Coordinator position was expanded to include two POCs, one designated to provide services at RVES and one to provide services to RVHS. The role of the POC is to provide intervention with parents whose students have not been attending school consistently (chronic absenteeism). They complete limited home visits, meet with parents and students regarding attendance and other issues, and help connect parents to needed services. This year the POCs also took on the role of supporting our large homeless student population. Tribal Court no longer meets on student attendance issues and turn-over in Tribal government continues to be an issue. The superintendent and RVUSD Board of Trustees meet twice/year with Round Valley Tribes Tribal Council to discuss issues that effect students

and families in an effort to make agreements in how they will work together for the betterment of the students. No truancy program is supported by the District Attorney and County Officials in Mendocino County.

2. Secretaries and the POCs contact parents on a daily basis to inform them if students are not in attendance at school. The District Absence calling system was not implemented this year.

3. Each school's recognition and incentive programs to reward students for positive attendance were in place this year. Two new principals at RVES and RVHS have worked with staff to design consistent programs in which students are excited to participate. The school staff and leadership team will review the programs in the spring and determine which practices were most effective and which will be implemented in 2023-24.

4. RVHS was removed from CSI in 2022-23. The activities and programs which they had planned to implement during 2022-23 were partially implemented due to limited funding (no CSI funding was provided).

5. RVES continues to implement PBIS, but the leadership team saw a need to provide more training to staff. The elementary school completed on-going training and re-implemented PBIS schoolwide in Fall 2022. The RVES Leadership Team provides on-going review of student behavior data, and works with staff on modifications and focuses of PBIS as a result of this behavior data monthly review. Restorative Justice was not implemented at RVHS.

6. Social/emotional counseling has been provided by 3 counselors, as well as a local mental health entity, for identified students (either self-identified or identified by family or staff). The district hired one additional mental health counselor this year who did outstanding work with students.

7. The Dean of Students' part-time position was eliminated due to an inability to fill the position.   A campus monitor continued to supervise and work directly with students on campus. The elementary administrative support position was in place, with the primary role this year of working with teachers and students on specific student classroom and yard behaviors that affected the learning environment or posed safety issues.

8. Parent engagement activities took place at both school sites. Strong attendance at school and family events, especially at the elementary/middle school. Families indicate that they want these programs to continue and we believe participation in family activities and events will continue to increase in the upcoming year.

9. School facility cleanliness protocols for COVID continue to be in place and the District has worked hard to make schools safe for students. Schools have been inspected and found to be in good condition and upgrades in filtration, heating, window ventilation, etc. have been accomplished due to the receipt of COVID money.

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

The following material differences between budgeted expenditures and estimated actual expenditures on Goal 3 are as follows:

1. 3-3 Additional funds were placed in the budget to help support some of the items that were planned to be funded through CSI prior to the district being informed that no additional CSI funding would be provided to RVHS.

2. 3-4 No Challenge Day was provided during 22-23, but will take place in 23-24. Also RVHS was removed from CSI and the plan that the school was to implement with these funds was not possible due to no funding being provided and limited district funds.

3. 3-8 The .17 HS position that would oversee alternative consequences was not in place. The district could not find someone to hire.

4. 3-9 No Parent Information tables were available at the HS during sporting events due to the inability of the school to find someone to staff this action.
5. 3-12 Overestimated costs.

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

The Parent Outreach Coordinator positions have been of value to parents and to the school sites, providing support to increase student attendance and working with parents to mitigate barriers to students attending school consistently. The two school site positions focus work on attendance schoolwide and also provide direct services to Homeless and Foster Youth. Schools have tried to keep pace with the large number of absences, but this has been a huge challenge. Some students and families have been reticent to send their children back to school, or have had their children not attend whenever they need to leave the valley for a day to several weeks. We have not had the support of any agency outside of the school to help parents understand the importance of consistent attendance (no SARB program within county or supported through Tribal), with negative impacts to student learning. Due to the limited resources available, or consequences for parents if students do not attend, the schools are transitioning to a program that greatly emphasizes positives and rewards for students being in school. A challenge the schools have faced this year has been in the negative behavior observed in students. The schools have implemented strategies to keep students from being suspended, but the District has also emphasized that violence will not be tolerated on school campuses, and students have been suspended for violence towards other students or staff. These students are then referred to on-site counseling (individual or small group) to help solve issues that led to violence and provide options to violence. RVUSD has increased counseling, provided in-classroom support for students, provided additional campus supervision at the high school to address safety, and re-implemented PBIS. PBIS has been effective in the past, but we recognize that implementation of the program was not consistent last year. Restorative Justice and a portion of the programs outlined in the high school's former CSI grant were not implemented at the high school this year due to funding not being extended and limited local funds available. Parents and school staff have expressed that counseling has been effective with many of our students. We believe these actions will increase student sense of belonging, build positive relationships, and decrease student behavioral issues on our campuses. Parent engagement events increased on school campuses and we had strong parent attendance at these events. We have seen higher attendance at individual meetings between parents and staff. We continue to work hard to engage parents in SSC, ELAC, DLAC, Indian Parent Committee, etc.

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

The following modifications were made to the planned goals, metrics, and actions that resulted from reflection based on the effectiveness of our implementation of actions and student outcomes:

3.1: Last year, the District increased the parent outreach coordinator(POC) position from one to two and placed one full-time parent outreach coordinator at each school site. This will continue in 2023-24, and the District will look more deeply into the effectiveness of their current SARB process, especially recognizing the lack of support for truancy actions in the county, and will develop additional positive ways to recognize positive school attendance and work with parents to support getting their students to school daily.

3.3: We will focus on development of programs to recognize students at all sites who show improvement in their academic performance during the year.

3.5: We have eliminated the .5625 FTE PBIS support person. The school has designed ways to cover this oversight and has chosen to spend the funds in other ways to support PBIS and positive school behavior.

3.6: We have eliminated the implementation of Restorative Practices at the high school due to the loss of our trained personnel and the lack of funding from the state that we believed we would have to train staff and implement the program.

3.7: We are adding one additional counselor to work with students on both campuses.

3.10:The district superintendent will continue to build collaborative practices between the District and Round Valley Indian Tribes Tribal Council.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,158,394	$235,974

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.90%	0.00%	$0.00	41.90%

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

Required Descriptions

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

460 students were in attendance at Round Valley Unified School District during the 2022-23 school year. Unduplicated pupil count during 2022-23 was 437 students. Round Valley Elementary school has 90.0% of its students considered low income and Round Valley High School has 96.7% of its students considered low income. Thus, with approximately 90%+ of our students being identified as low income, all of our classrooms are filled primarily with students whose families are economically challenged. The District's student population is composed of 63% Native American, 34% Hispanic, and 12.7% white. 2.3% of students are identified as Foster Youth, 19% of students are identified as Homeless, and 23.7% of students are English Learners, with the primary language spoken by EL students identified as Spanish. Due to our high number of low income students and our significant and quickly growing EL student population, most Actions outlined in the RVUSD 2022-23 Goals that support student learning with low income and EL students will also provide direct support, in most cases, to our Foster and Homeless Youth.

LEAWIDE ACTIONS:

RVUSD's LCAP Goal 3, the district will work with schools to develop positive school climates, increasing a sense of safety and school connectedness between pupils, parents and teachers, was developed as an outcome of data reviewed for student chronic absenteeism, suspensions, drop-out rate, and student surveys.

2021-22: Although we do not have data specific to low-income, EL, and Foster Youth, the general school data shows that the district's chronic absenteeism rate is 56.6%, with 64.1% of American Indian students chronically absent, 43.5% of Hispanic students chronically absent, and 46.4% of white students chronically absent. Unexcused absence rate in the district is 60.4% of all absences, with American Indian rate of 55.8%, Hispanic rate of 44.1% and white rate of 43.8 . RVES' chronic absenteeism rate is 57.1%, with 65.5% of American Indian students chronically absent, 40.7% of Hispanic students chronically absent, and 50.0% of white students chronically absent. RVES' unexcused absences are 57.1% of all absences, with the American Indian rate at 34.3%, Hispanic rate at 45.6% and white rate at 45.5%. RVHS' absenteeism rate is 57.0%, with 65.1% of American Indian students chronically absent, 44.1% of Hispanic students chronically absent, and 43.8% of white students chronically absent. Unexcused absence rate at RVHS is 60.4% of all absences, with American Indian rate of 55.8%, Hispanic rate of 66.4% and white rate of 76.7%. The district and each school site's chronic absenteeism rate and rate of unexcused absences showed significant increases from 2020-21.   The district will address this significant growth in the LCAP, specifically under Goal 3.

We recognize the chronic and frequent absenteeism disproportionately affects our low-income, EL, Homeless, and Foster Youth populations, and is responsible for learning gaps that affect student understanding and competency with ELA and mathematic standards. To address this need, the District (through LCAP S&C funds) will provide 2.0 FTE Parent Outreach Coordinators to work with parents to mitigate issues with school attendance, provide additional transportation, and keep parents informed daily of student attendance (3.1). Schools in the district will also implement recognition and incentive programs that promote positive school attendance (3.3). The Parent Outreach Coordinators will further provide specific coordinating services for our Homeless and Foster Youth and their families so that they can fully participate in the school's educational program.

2021-22 suspension data showed that 8.8% of students (55 students) districtwide were suspended at least once during the school year. RVHS suspended 2 9 students, with a suspension rate of 4.4%, RVES suspended 42 students, with a suspension rate of 11.0%, and RV Continuation suspended 4 students, with a suspension rate of 2.7%. Districtwide, 62% of all suspensions were the result of violence leading to non-injury and/or injury, while 11% of suspensions were the result of repeated drug violations. The suspension rate districtwide increased by 8.4% from 2020-21. Student surveys identified that most students feel safe at school, but are concerned about bully behavior at school, limited adult supervision, and violence outside of school. Staff indicated their concerns about the escalating significant negative behaviors that have been present on campuses in 2022-23. The District has taken a stand that violence between students or violence directed at school staff will not be tolerated on school campuses and is clearly enforcing this belief. To address the social and emotional needs of our students, address student behavioral issues and increase a sense of school safety, the District (through LCAP S&C funds) will provide counseling services for students at all sites (3.7), implement PBIS at the elementary school (3.5, 3.6), provide a campus monitor, behavior

intervention and support and special programs (Challenge Day and special speakers) at the high school (3.4, 3.8) and provide programs that are focused on decreasing suspensions and promoting school cohesiveness and support at all schools in the district (3.1, 3.4, 3.7, 3.8)

Parent Engagement has increased significantly this school year, especially at the elementary school. The schools and their School Site Councils have focused on planning and providing many opportunities for families to actively participate at the school sites through special events and family activities. For example the elementary school holds a 90% attendance recognition breakfast each month for students and their parents, monthly recognition assemblies that parents are welcome to attend, and quarterly family evening events. The multi-purpose room is often completely filled with students and parents! Schools have seen an increase in parent participation as they have increased ways to inform parents of upcoming events. It continues to be a challenge to obtain consistent parent participation in SSC, ELAC, and DLAC, but attendance has improved this year.

SCHOOLWIDE ACTIONS:

RVUSD's LCAP Goal 1, All students, including low-income, foster youth, homeless youth, special needs and English learner students, will increase academic achievement in English-Language Arts and Mathematics, and Goal 2, students will be provided wide access to a broad course of study focused on providing programs and services that meet student learning needs and academic goals, were developed as outcomes of data reviewed for student academic achievement, college and career readiness data, and needs identified by the school and parent community.

2021-22 ELA CAASPP results show that at RVES low-income students scored .1.7% below ALL students in the percent of students exceeding or meeting standards (SED 14.5%, ALL 16.2%), EL students scored 13.34% below All students (EL 2.86%, ALL 16.2%), and Homeless students scored 5.29% below ALL students (Homeless 10.91%, ALL 16.2%). The Foster Youth student numbers are too small to obtain subgroup information. The percent of students exceeding or meeting standards at RVES between 202-21 and 2021-22 decreased by 8.23% (20-22 16.2% / 20-21 24.43%).   ELA CAASPP results show that at RVHS no data on meets/exceeds was available due to less than 10 students completing the assessment. Too few students took the CAASPP assessments in 2021-22 which had a definite negative effect on student assessment results and does not paint an accurate picture of actual student performance.

We have developed actions that will increase the proficiency of all students, with a specific focus on low-income, EL, and Homeless students who we believe will greatly benefit from higher quality instruction and interventions. To address this need, the District will provide intensive PD to teachers to facilitate high quality instruction with state board and district adopted instructional materials (1.1, 1.3, 1.13, 2.24), provide the 95% reading program and core phonics as a part of RVES core instruction in all classrooms and utilize ongoing curricular-based and benchmark assessments to frequently monitor student progress and identify classroom and pull-out interventions (1.2, 1.15), provide intensive intervention to RVES students who are identified as having significant issues with understanding standards (1.3), implement a comprehensive writing program for middle school students (1.4), and provide an additional 0.5 FTE ELA teacher and instructional assistant at RVHS to reduce class sizes and provide intervention classes using specific intervention materials (1.5, 1.6).

2021-22 Mathematics CAASPP results show that at RVES low-income students scored 2.07% below ALL students in the percent of students exceeding or meeting standards (SED 9.03%, ALL 11.1%), EL students scored 8.24% below ALL students (EL 2.86%, ALL 11.1%), and Homeless students scored 5.84% below ALL students (Homeless 5.4%, 11.1%). Again, the Foster Youth student numbers are too small to obtain subgroup information. The percent of students exceeding or meeting standards at RVES between 2020-21and 2021-22 grew by less than 1%. Math CAASP results show that at RVHS 0% of ALL students met or exceeded standards and no subgroup data was available due to less than 10 students in each subgroup completing the assessment. Too few students took the CAASPP assessments in 2021-22 which had a definite negative effect on student assessment results and does not paint an accurate picture of actual student performance.

Since our numbers of students who meet or exceed mathematic standards is significantly low in all subgroups, we have developed actions that will focus on increasing mathematic proficiency for all of our students, with a specific focus on low-income, EL, and Homeless students who we believe will greatly benefit from higher quality instruction and interventions. To address this need, the District will provide intensive PD to RVES teachers to facilitate high quality instruction with state board and district adopted instructional materials and provide materials to address specific learning gaps (1.7, 1.8), provide specific PD to HS math teachers (1.10), expand the number of core and intervention mathematics classes through the hiring of an additional 0.5 FTE math teacher and purchasing intervention instructional materials for RVHS (1.11), and implement on-going benchmark assessments whose results will guide instruction (1.10, 1.15, 2.24).

The District will further provide expanded learning opportunities for students through afterschool tutoring and Homework Club (1.12), summer school, credit recovery options, and expanded A-G course offerings and avenues for A-G course completion (2.12), decrease class sizes at RVES that will provide time for individualized instruction and within classroom intervention (1.14), and implement a transitional K program for all students who will turn 5 during the 2022-23 school year (2.26).

2021-22 graduation data (Dashboard) shows that districtwide 89.3% of students graduated and 4% of graduating students met UC/CSU requirements. RVHS showed 77.8% of cohort graduated and Round Valley Continuation showed 100% of cohort graduated. This data suggests that our graduating students are not adequately prepared for higher education programs. We have expanded these course offerings and have structured them to be approved to meet a-g requirements. To address this need, the District will continue to provide dual enrollment classes in conjunction with Mendocino College and support students as they take college courses during their time in high school (2.6), provide AP courses through virtual learning and in-person (2.7), encourage students to participate in SSU Trio and HSU Upward Bound experiences and provide opportunities for students to visit institutions of higher education (2.10), provide an afterschool enrichment programs for RVES students (2.8), and provide specific Career Pathways (2.14).

2021-22 drop-out data shows 10.7% of students (3 students) dropped-out of high school (25 graduates/28 cohort) . Although rates are decreasing, we believe drop-out rates continue to be too high and need to reduce further. A few years ago, our Native American Indian parents indicated that more students would complete their education if course offerings in the District were expanded and more relevant courses were provided. The District designed Native American language instruction (Wailaki, Yuki), Native American Indian History, Cultural Arts, White Bison, and Indian Land curriculum. These courses continue to be provided (2.15). Other expanded learning opportunities for

elementary students have also been provided in LCAP actions, including music instruction and personal wellness/physical education to address student health needs (2.17).

TARGETED ACTIONS:

RVUSD's LCAP Goal 2 includes actions to specifically support our EL student population. In 2021-22, EL students who took the ELPAC showed 2.86% scored at level 4 (Well Developed), 24.29% scored at level 3 (Moderately Developed), 31.43% scored at level 2 (Somewhat Developed), and 41.43% scored at level 1 (Minimally Developed). 24.6% progressed one level from the previous year, 49.1% maintained their level from the previous year, and 26.3% decreased one level from the previous year. Multi-year review identified that students are "caught" at level 2 and 3, with limited progression to level 4. Over the last four years only 4 students have been reclassified. To address these needs, the District will provide increased teacher and paraprofessional support, and additional direct services to EL students, reclassified EL students, and staff who work with EL students in their classrooms (2.1, 2.2, 2.3, 2.4), provide specific information to core teachers regarding the EL level for each student and provide instructional strategies to help with instruction within classrooms (2.4), and provide increased opportunities for parents to participate in decision-making through participation in ELAC and DLAC (2.5).

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

Our current year estimated supplemental and concentration funds based on our low income, foster youth, and English learner pupils is $2,158,394. The District proposes to spend these funds to maintain programs put into effect during 20221-22 and 2022-23 and to support enhancements to the current program that will directly benefit these students. Since our low income student population is approximately 90%, our EL student population is 23.7%, our Foster Youth student population is 2.6% and our Homeless student population is 19%, we believe that our expenditures are principally directed toward and will be effective in meeting the needs of our unduplicated students.

The following services will be provided through LCFF Supplemental/Concentration, or through a combination of LCFF Supplemental/Concentration and other funding, providing specific services that focus on the identified needs of our Low-Income, EL, Foster-Youth and Homeless students:

1. Goal 1, Action 1, 2, 3, 4, 5, 6, 8,10, 11: Redesign and implement ELA and mathematics core instructional programs at the elementary and high school, with the outcome to increase the number of students who learn standards in the core program and decrease the number of students who need interventions.
2. Goal 1, Action 2: Implement 95% reading and the core phonics program as part of core program at the elementary school;
3. Goal 1, Action 3, 6, 8, 11: Increase and improve ELA and mathematics intervention programs, with increased numbers of staff involved in interventions, for students who are not meeting standards at both the elementary and high schools;

4. Goal 1, Action 1, 3, 7, 8, 10: Provide PD that focuses on increasing teacher competency in providing core instruction with state-board and district adopted ELA and mathematics curriculum;

5. Goal 1, Action 14: Significantly decreasing class size in kindergarten through third grade, in grades 6-8, and in core ELA and mathematics classes at the high school so that students may receive intensive, individualized academic instruction and meet Standards;

6. Goal 1, Action 15: Utilize on-going assessment systems to monitor student growth towards meeting standards and provide teachers with feedback on modifications to instruction that need to occur within classrooms;

7. Goal 2, Action 1, 2, 3, 4, 5: Provide EL services that significantly increase teacher and paraprofessional support, and add additional direct services to EL students, reclassified EL students, and staff who work with EL students in their classrooms; (EL)

8. Goal 2, Action 6, 7, 9, 10, 11: Increase college readiness programs (Dual-enrollment, AP, STEM, visitations);

9. Goal 2, Action 8: Develop and provide enhanced learning opportunities at RVES for gifted, talented and high performing students in an effort to meet their individualized learning needs;

10. Goal 2, Action 14: Increase the number of CTE courses at the high school offered to enable CTE pathways to be explored;

11. Goal 2, Action 15: Offer Native American language courses with languages that are spoken in their Tribes, Native American history and culture courses, Indian Land curriculum, and travel/conferences for students;

12. Goal 2, Action 17: Provide music and physical wellness instruction to elementary school students to expand learning experiences;

13. Goal 2, Action 23: Provide technology for students and staff that will enhance learning opportunities, provide technology support for the hardware used for instruction, and use technology based intervention programs in ELA and mathematics, assessment systems, lesson development, and communication systems;

14. Goal 2, Action 20: Provide support for new teachers who need to complete their credentials, or for first and second year teachers and administrators (coaching, mentors, fiscal support, MCOE support, etc.);

15. Goal 2, Action 26: Transitional kindergarten will be expanded and available to all students who will turn 5 years of age anytime during the school year to provide quality early learning experiences and school readiness;

16. Goal 3, Action 1: Provide support for parents and students through the services provided by the Parent Outreach Coordinators;

17. Goal 3, Action 3: Increase ways to encourage positive student attendance and increase student academic achievement and provide a recognition/reward system for attendance and academic achievement;

18. Goal 3, Action 4, 5: Provide recognition/reward systems for positive student behavior at the elementary and high school;

19. Goal 3, Action 7: Counseling for students whose learning has been negatively impacted by social-emotional issues (RVES, RVHS);

20. Goal 3, Action 8: Provide support to school campuses that will enhance school safety;

21. Goal 3, Action 9: Implement Parent engagement activities and events to build a sense of being a part of the education system and provide skills that parents need to support their child's learning.

Other funds supporting the RVUSD 2022-23 LCAP Actions that are focused on meeting the specific needs of low-income, EL, Homeless, and Foster Youth include Title I, Title II, Title VI, Instructional Materials funds, ESSER III, Educator Effectiveness Block Grant, Expanded Learning Opportunities and LCAP Base.

The following actions are funded solely from other funding (no LCFF funds):

1. Goal 1, Action 12: Provide a variety of programs to support student learning in the afterschool hours (tutoring, homework club, summer school, etc.);
2. Goal 2, Action 12: Provide a wide variety of ways to complete credit recovery (a-g and other) and decrease learning loss resulting from inconsistent learning as the result of virtual instruction/inconsistent attendance during pandemic;
3. Goal 2, Action 13: Provide a more systematic way to identify specific student learning and social-emotional issues that may be inhibiting student learning and develop action plans to overcome these issues;
4. Goal 3, Action 5: Provide recognition/reward systems for implementation of PBIS at the elementary school.

The district will expend over and above the district's LCFF Supplement and Concentration Grant to provide these services to our target Low-Income, EL, Foster Youth and Homeless students.

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

The 15% additional concentration grant add-one funding, $ 235,974 will partially support the following staffing positions that will provide direct services to the district's low-income, EL, homeless, and foster youth and their families:
1. 1.0 FTE Parent Outreach Coordinator (a second POC who will work with low-income, ELs, homeless, and foster youth and their parents to increase attendance, coordinate tutoring and homework support, assist with medical and other issues that interfere with student learning, etc.);
2. EL tutor at the high school (provide extra learning support);
3. 0.5 FTE TK teacher (expand TK program to provide services to all students who turn 5 years of age during the 22-23 school year);
4. 1.0 FTE new CTE instructor.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1/26.1
Staff-to-student ratio of certificated staff providing direct services to students		1/11.6

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,228,863.00	$1,248,180.00		$578,815.00	$4,055,858.00	$3,545,608.00	$510,250.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	ELA - Core Program RVES	English Learners Foster Youth Low Income	$22,830.00				$22,830.00
1	1.2	ELA - Schoolwide Intervention RVES (PreK-5)	English Learners Foster Youth Low Income				$11,000.00	$11,000.00
1	1.3	ELA - Intensive Intervention RVES	English Learners Foster Youth Low Income				$172,689.00	$172,689.00
1	1.4	ELA - Writing Program RVES (7-8)	English Learners Foster Youth Low Income	$4,500.00				$4,500.00
1	1.5	ELA - Core Program RVHS	English Learners Foster Youth Low Income	$45,061.00				$45,061.00
1	1.6	ELA - Intervention RVHS	English Learners Foster Youth Low Income	$20,132.00				$20,132.00
1	1.7	Mathematics-Core Program RVES	English Learners Foster Youth Low Income				$11,565.00	$11,565.00
1	1.8	Mathematics - Intervention RVES	English Learners Foster Youth Low Income		$150,603.00			$150,603.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Mathematics - Core Program RVHS	English Learners Foster Youth Low Income				$0.00	$0.00
1	1.11	Mathematics - Intervention RVHS	English Learners Foster Youth Low Income	$53,013.00			$10,000.00	$63,013.00
1	1.12	After School Learning Support -RVES and RVHS	English Learners Foster Youth Low Income		$27,238.00		$12,300.00	$39,538.00
1	1.13	Professional Development - ELA and Mathematics - RVHS and RVES	English Learners Foster Youth Low Income		$5,000.00		$20,605.00	$25,605.00
1	1.14	Decreased Class Sizes - RVES	English Learners Foster Youth Low Income	$477,319.00				$477,319.00
1	1.15	ELA and Mathematics On-going Assessment Systems	English Learners Foster Youth Low Income	$18,650.00				$18,650.00
2	2.1	ELD Service Model - RVHS	English Learners	$82,561.00			$22,300.00	$104,861.00
2	2.2	ELD Service Model - RVES	English Learners	$166,293.00				$166,293.00
2	2.3	Reclassified EL Students	English Learners	$2,000.00				$2,000.00
2	2.4	EL ELPAC Assessment Results Distribution	English Learners	$670.00				$670.00
2	2.5	EL Parent Representation	English Learners	$200.00				$200.00
2	2.6	College Readiness - Dual-Enrollment and access to Mendocino College courses	English Learners Foster Youth Low Income	$8,440.00				$8,440.00
2	2.7	College Readiness - AP courses	English Learners Foster Youth	$12,000.00				$12,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.8	RVES Enrichment Program	English Learners Foster Youth Low Income	$5,700.00				$5,700.00
2	2.9	College Readiness - STEM	English Learners Foster Youth Low Income	$0.00				$0.00
2	2.10	College Readiness - Visitations	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
2	2.11	College Readiness - Soliciting Feedback	All		$0.00			$0.00
2	2.12	Decrease Learning Loss -Summer School, A-G course offerings and completion	English Learners Foster Youth Low Income	$25,600.00				$25,600.00
2	2.13	Student Support - Student Study Teams	English Learners Foster Youth Low Income				$1,855.00	$1,855.00
2	2.14	Career Readiness - CTE pathways	English Learners Foster Youth Low Income	$187,086.00				$187,086.00
2	2.15	Broad Course of Study - Native American classes	English Learners Foster Youth Low Income	$143,600.00	$12,372.00		$48,765.00	$204,737.00
2	2.17	Broad Course of Study - ES Enhanced Learning	English Learners Foster Youth Low Income	$111,377.00	$47,047.00			$158,424.00
2	2.18	Special Education Services	Students with Disabilities		$314,000.00			$314,000.00
2	2.19	Sufficient Textbooks	All		$40,000.00			$40,000.00
2	2.20	Appropriate Credentials, Teacher/Administrator Mentoring, and new teacher retention	All		$30,000.00		$10,500.00	$40,500.00
2	2.22	Technology - Nearpod	English Learners Foster Youth Low Income				$15,000.00	$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.23	Technology - Chromebooks/other Technology Tools	English Learners Foster Youth Low Income	$94,486.00			$100,000.00	$194,486.00
2	2.24	Teacher Professional Development	English Learners Foster Youth Low Income		$6,700.00		$18,300.00	$25,000.00
2	2.26	Transitional Kindergarten Expansion - RVES	English Learners Foster Youth Low Income	$74,850.00	$74,850.00		$63,462.00	$213,162.00
3	3.1	Parent Outreach Coordinator (POC) Homeless Coordinator	English Learners Foster Youth Low Income	$128,644.00	$6,000.00			$134,644.00
3	3.2	Support to District - LCFF and other compliance issues	English Learners Foster Youth Low Income	$23,823.00				$23,823.00
3	3.3	Recognition and Incentive Programs for attendance and academics	English Learners Foster Youth Low Income	$64,900.00				$64,900.00
3	3.4	Developing Positive School Climate/Decreasing Suspensions - RVHS	English Learners Foster Youth Low Income	$8,000.00				$8,000.00
3	3.5	Behavior Intervention Program - RVES	English Learners Foster Youth Low Income				$10,000.00	$10,000.00
3	3.7	Social-Emotional Counseling Services	English Learners Foster Youth Low Income	$268,009.00				$268,009.00
3	3.8	School Safety Support	English Learners Foster Youth Low Income	$135,119.00			$30,474.00	$165,593.00
3	3.9	Parent Engagement with Schools; Family Events	English Learners Foster Youth Low Income	$19,000.00				$19,000.00
3	3.10	District Relationship with Tribal Council	All		$0.00			$0.00
3	3.11	Maintenance of Safe School Facilities	All		$534,370.00			$534,370.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.12	Safe, Clean Facilities	All				$20,000.00	$20,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,151,639	$2,158,394	41.90%	0.00%	41.90%	$2,228,863.00	0.00%	43.27 %	**Total:**	$2,228,863.00
								LEA-wide Total:	$429,968.00
								Limited Total:	$326,574.00
								Schoolwide Total:	$1,490,971.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	ELA - Core Program RVES	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES	$22,830.00	
1	1.2	ELA - Schoolwide Intervention RVES (PreK-5)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES PreK-6		
1	1.3	ELA - Intensive Intervention RVES	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES		
1	1.4	ELA - Writing Program RVES (7-8)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES 6-8	$4,500.00	
1	1.5	ELA - Core Program RVHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS 9-12	$45,061.00	
1	1.6	ELA - Intervention RVHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS 9-12	$20,132.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Mathematics-Core Program RVES	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES		
1	1.8	Mathematics - Intervention RVES	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES		
1	1.10	Mathematics - Core Program RVHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS 9-12		
1	1.11	Mathematics - Intervention RVHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS 9-12	$53,013.00	
1	1.12	After School Learning Support -RVES and RVHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS		
1	1.13	Professional Development - ELA and Mathematics - RVHS and RVES	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS		
1	1.14	Decreased Class Sizes - RVES	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES K, 1, 2, 3, MS	$477,319.00	
1	1.15	ELA and Mathematics On-going Assessment Systems	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS	$18,650.00	
2	2.1	ELD Service Model - RVHS	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RVHS	$82,561.00	
2	2.2	ELD Service Model - RVES	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RVES	$166,293.00	
2	2.3	Reclassified EL Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RVES, RVHS	$2,000.00	
2	2.4	EL ELPAC Assessment Results Distribution	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RVES, RVHS	$670.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	EL Parent Representation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$200.00	
2	2.6	College Readiness - Dual-Enrollment and access to Mendocino College courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS	$8,440.00	
2	2.7	College Readiness - AP courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS	$12,000.00	
2	2.8	RVES Enrichment Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES	$5,700.00	
2	2.9	College Readiness - STEM	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS	$0.00	
2	2.10	College Readiness - Visitations	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: RVHS, RVES 7-12	$25,000.00	
2	2.12	Decrease Learning Loss - Summer School, A-G course offerings and completion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS, RVES	$25,600.00	
2	2.13	Student Support - Student Study Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS		
2	2.14	Career Readiness - CTE pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS	$187,086.00	
2	2.15	Broad Course of Study - Native American classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS, RVES	$143,600.00	
2	2.17	Broad Course of Study - ES Enhanced Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES	$111,377.00	
2	2.22	Technology - Nearpod	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.23	Technology - Chromebooks/other Technology Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,486.00	
2	2.24	Teacher Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS		
2	2.26	Transitional Kindergarten Expansion - RVES	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$74,850.00	
3	3.1	Parent Outreach Coordinator (POC) Homeless Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: RVES, RVHS	$128,644.00	
3	3.2	Support to District - LCFF and other compliance issues	Yes	LEA-wide	English Learners Foster Youth Low Income		$23,823.00	
3	3.3	Recognition and Incentive Programs for attendance and academics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS	$64,900.00	
3	3.4	Developing Positive School Climate/Decreasing Suspensions - RVHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVHS	$8,000.00	
3	3.5	Behavior Intervention Program - RVES	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES		
3	3.7	Social-Emotional Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$268,009.00	
3	3.8	School Safety Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS	$135,119.00	
3	3.9	Parent Engagement with Schools; Family Events	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RVES, RVHS	$19,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,641,319.00	$3,380,019.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ELA - Core Program RVES	Yes	$7,000.00	6,114
1	1.2	ELA - Schoolwide Intervention RVES (PreK-5)	Yes	$10,000.00	10,200
1	1.3	ELA - Intensive Intervention RVES	Yes	$123,829.00	132,096
1	1.4	ELA - Writing Program RVES (7-8)	Yes	$0.00	0
1	1.5	ELA - Core Program RVHS	Yes	$39,582.00	42,044
1	1.6	ELA - Intervention RVHS	Yes	$88,650.00	98,041
1	1.7	Mathematics-Core Program RVES	Yes	$6,650.00	2,340
1	1.8	Mathematics - Intervention RVES	Yes	$10,000.00	0
1	1.9	Mathematics - Intervention Implementation RVES	Yes	$0.00	0
1	1.10	Mathematics - Core Program RVHS	Yes	$11,703.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Mathematics - Intervention RVHS	Yes	$57,017.00	33,218
1	1.12	After School Learning Support - RVES and RVHS	Yes	$36,650.00	24,151
1	1.13	Professional Development - ELA and Mathematics - RVHS and RVES	Yes	$35,386.00	16,756
1	1.14	Decreased Class Sizes - RVES	Yes	$377,415.00	379,285
1	1.15	ELA and Mathematics On-going Assessment Systems	Yes	$3,000.00	3,337
2	2.1	ELD Service Model - RVHS	Yes	$74,082.00	88,879
2	2.2	ELD Service Model - RVES	Yes	$151,300.00	148,000
2	2.3	Reclassified EL Students	Yes	$0.00	0
2	2.4	EL ELPAC Assessment Results Distribution	Yes	$0.00	0
2	2.5	EL Parent Representation	Yes	$200.00	124
2	2.6	College Readiness - Dual-Enrollment and access to Mendocino College courses	Yes	$26,000.00	709
2	2.7	College Readiness - AP courses	Yes	$11,000.00	4,070
2	2.8	RVES Enrichment Program	Yes	$5,700.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	College Readiness - STEM	Yes	$16,915.00	0
2	2.10	College Readiness - Visitations	Yes	$25,000.00	15,355
2	2.11	College Readiness - Soliciting Feedback	No	$0.00	0
2	2.12	Decrease Learning Loss -Summer School, A-G course offerings and completion	Yes	$122,503.00	122,092
2	2.13	Student Support - Student Study Teams	Yes	$5,150.00	3,150
2	2.14	Career Readiness - CTE pathways	Yes	$183,950.00	192,513
2	2.15	Broad Course of Study - Native American classes	Yes	$137,870.00	214,528
2	2.17	Broad Course of Study - ES Enhanced Learning	Yes	$139,430.00	155,809
2	2.18	Special Education Services	No	$160,000.00	225,000
2	2.19	Sufficient Textbooks	No	$30,000.00	50,597
2	2.20	Appropriate Credentials, Teacher/Administrator Mentoring, and new teacher retention	No	$40,000.00	2,350
2	2.22	Technology - Nearpod	Yes	$11,000.00	10,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.23	Technology - Chromebooks/other Technology Tools	Yes	$187,039.00	102,144
2	2.24	Teacher Professional Development	Yes	$9,700.00	25,209
2	2.26	Transitional Kindergarten Expansion - RVES	Yes	$155,725.00	186,537
3	3.1	Parent Outreach Coordinator (POC) Homeless Coordinator	Yes	$131,500.00	117,674
3	3.3	Recognition and Incentive Programs for attendance	Yes	$40,000.00	75,063
3	3.4	Developing Positive School Climate/Decreasing Suspensions - RVHS	Yes	$177,123.00	1,450
3	3.5	Behavior Intervention Program - ES	Yes	$31,700.00	8,496
3	3.6	Behavior Intervention Program - HS	Yes	$0.00	0
3	3.7	Social-Emotional Counseling Services	Yes	$252,800.00	225,828
3	3.8	School Safety Support	Yes	$185,400.00	147,892
3	3.9	Parent Engagement with Schools; Family Events	Yes	$8,350.00	11,505
3	3.10	District Relationship with Tribal Council	No	$0.00	0
3	3.11	Maintenance of Safe School Facilities	No	$425,000.00	476,107

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.12	Safe, Clean Facilities	No	$90,000.00	21,356

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,945,510	$2,236,805.00	$2,088,939.00	$147,866.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	ELA - Core Program RVES	Yes	$3,000.00	6,114		
1	1.2	ELA - Schoolwide Intervention RVES (PreK-5)	Yes	$10,000.00	10,200		
1	1.3	ELA - Intensive Intervention RVES	Yes	$5,000.00	9,995		
1	1.4	ELA - Writing Program RVES (7-8)	Yes	$0.00	0		
1	1.5	ELA - Core Program RVHS	Yes	$39,582.00	42,044		
1	1.6	ELA - Intervention RVHS	Yes	$56,150.00	55,997		
1	1.7	Mathematics-Core Program RVES	Yes	$6,650.00	0		
1	1.8	Mathematics - Intervention RVES	Yes	$10,000.00	0		
1	1.9	Mathematics - Intervention Implementation RVES	Yes	$0.00	0		
1	1.10	Mathematics - Core Program RVHS	Yes	$600.00	0		
1	1.11	Mathematics - Intervention RVHS	Yes	$57,017.00	0		
1	1.12	After School Learning Support -RVES and RVHS	Yes	$36,650.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Professional Development - ELA and Mathematics - RVHS and RVES	Yes	$35,386.00	0		
1	1.14	Decreased Class Sizes - RVES	Yes	$377,415.00	379,285		
1	1.15	ELA and Mathematics On-going Assessment Systems	Yes	$3,000	0		
2	2.1	ELD Service Model - RVHS	Yes	$58,332.00	88,879		
2	2.2	ELD Service Model - RVES	Yes	$116,000.00	148,000		
2	2.3	Reclassified EL Students	Yes	$0.00	0		
2	2.4	EL ELPAC Assessment Results Distribution	Yes	$0.00	0		
2	2.5	EL Parent Representation	Yes	$200.00	124		
2	2.6	College Readiness - Dual-Enrollment and access to Mendocino College courses	Yes	$26,000.00	709		
2	2.7	College Readiness - AP courses	Yes	$11,000.00	4,070		
2	2.8	RVES Enrichment Program	Yes	$5,700.00	0		
2	2.9	College Readiness - STEM	Yes	$16,915.00	0		
2	2.10	College Readiness - Visitations	Yes	$25,000.00	15,355		
2	2.12	Decrease Learning Loss - Summer School, A-G course offerings and completion	Yes	$122,503.00	122,092		
2	2.13	Student Support - Student Study Teams	Yes	$5,150.00	0		
2	2.14	Career Readiness - CTE pathways	Yes	$183,950.00	192,513		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.15	Broad Course of Study - Native American classes	Yes	$82,500.00	154,010		
2	2.17	Broad Course of Study - ES Enhanced Learning	Yes	$139,430.00	155,809		
2	2.22	Technology - Nearpod	Yes	$11,000.00	10,000		
2	2.23	Technology - Chromebooks/other Technology Tools	Yes	$86,400.00	67,129		
2	2.24	Teacher Professional Development	Yes	$6,700.00	7,209		
2	2.26	Transitional Kindergarten Expansion - RVES	Yes	$89,425.00	67,895		
3	3.1	Parent Outreach Coordinator (POC) Homeless Coordinator	Yes	$128,500.00	117,674		
3	3.3	Recognition and Incentive Programs for attendance	Yes	$40,000.00	75,063		
3	3.4	Developing Positive School Climate/Decreasing Suspensions - RVHS	Yes	$7,000.00	1,450		
3	3.5	Behavior Intervention Program - ES	Yes	$31,700.00	0		
3	3.6	Behavior Intervention Program - HS	Yes	$0.00	0		
3	3.7	Social-Emotional Counseling Services	Yes	$252,800.00	225,828		
3	3.8	School Safety Support	Yes	$141,800.00	124,240		
3	3.9	Parent Engagement with Schools; Family Events	Yes	$8,350.00	7,255		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,476,114	1,945,510	0	43.46%	$2,088,939.00	0.00%	46.67%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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