# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: River Valley Charter
CDS Code: 37681893731072
School Year: 2021-22
LEA Contact Information: Seth Phelps |
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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).
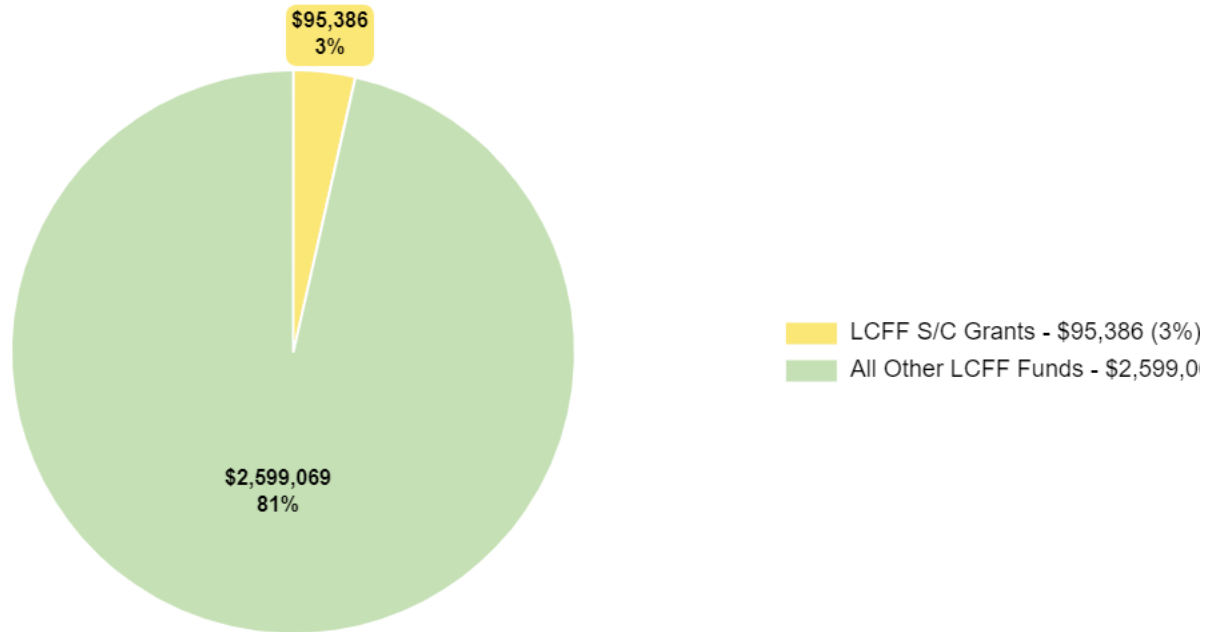
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source

All Other State Funds - $294,9
All Local Funds - $13,147 (0%
All Federal Funds - $200,701 (
Total LCFF Funds - $2,694,45
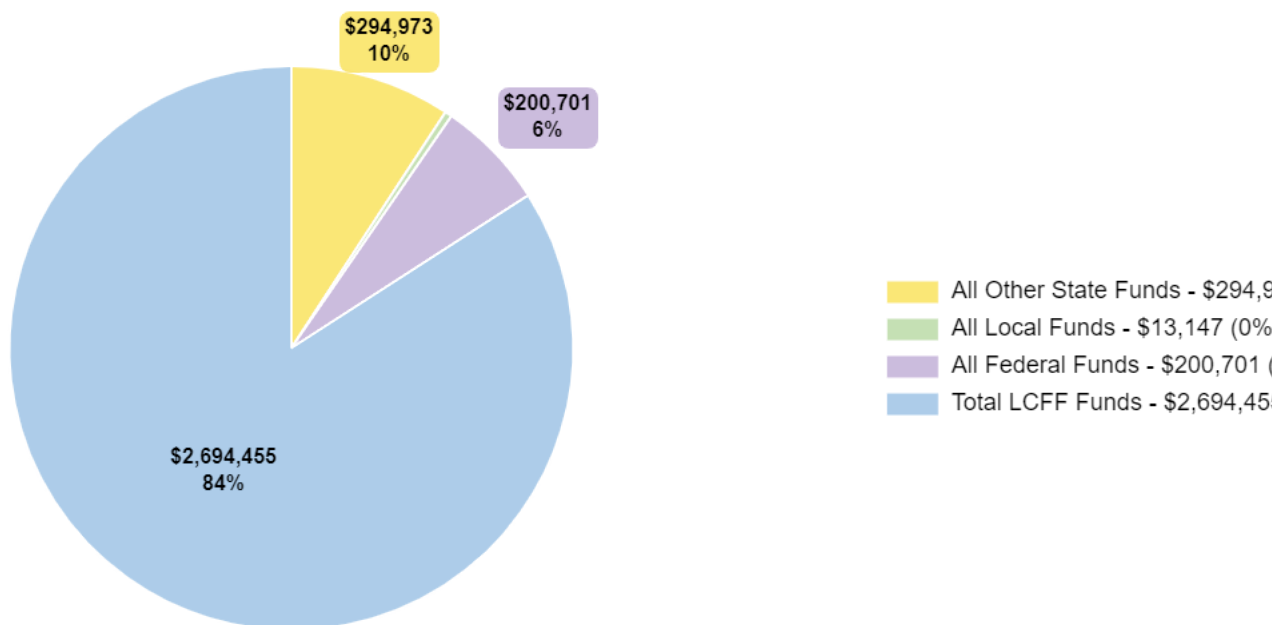
Source	Funds	Percentage
All Other State Funds	$294,973	10%
All Local Funds	$13,147	0%
All Federal Funds	$200,701	6%
Total LCFF Funds	$2,694,455	84%

Breakdown of Total LCFF Funds

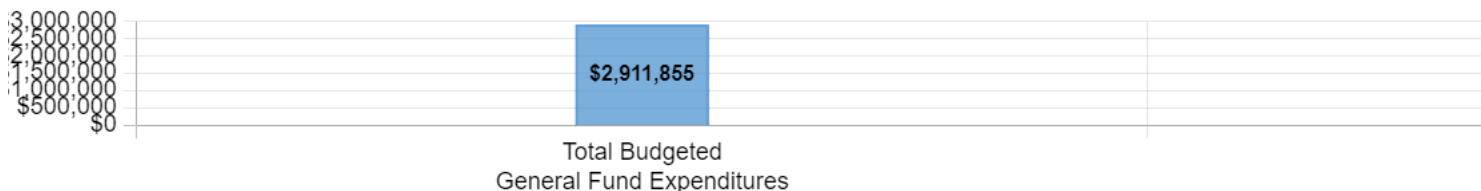| Source	Funds	Percentage
LCFF S/C Grants	$95,386	3%
All Other LCFF Funds	$2,599,069	81%

These charts show the total general purpose revenue River Valley Charter expects to
receive in the coming year from all sources.

The total revenue projected for River Valley Charter is
$3,203,276, of which
$2,694,455 is Local Control Funding Formula
(LCFF), $294,973 is other state funds,
$13,147 is local funds, and
$200,701 is federal funds. Of the
$2,694,455 in LCFF
Funds, $95,386 is generated based on the
enrollment of high needs students (foster youth, English learner,
and low-income students).

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

Budgeted Expenditures in the LCAP

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3,000,000                                          $2,911,855
2,500,000
2,000,000
1,500,000
$500,000
     $0
            Total Budgeted
         General Fund Expenditures
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*This chart provides a quick summary of how much River Valley Charter plans
to spend for 2021-22. It shows how much of the total is tied to planned actions and
services in the LCAP.*

River Valley Charter plans to spend
$2,911,855 for the 2021-22
school year. Of that amount, $521,500 is tied
to
actions/services in the LCAP and $2,390,355
is not included in the LCAP.
The budgeted expenditures that are not included in the LCAP will be used for the following:
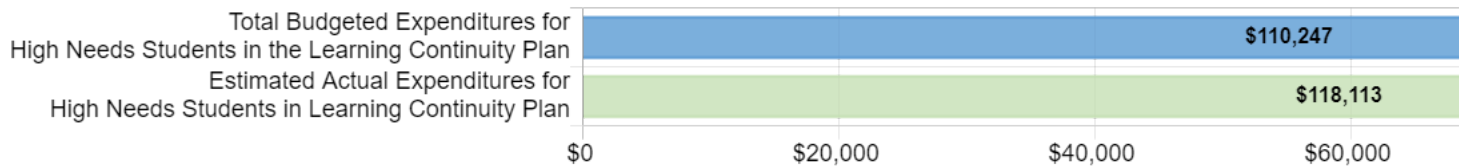
Special Education expenses, Personnel expenses, Maintenance and Operations, and Fees
paid to RVCS' charter authorizer and other contracted vendors and services.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, River Valley Charter is projecting it will receive
$95,386 based on the enrollment of foster youth,
English learner, and low-income students. River Valley Charter must describe how it intends to increase
or improve
services for high needs students in the LCAP. River Valley Charter plans to spend
$342,500
towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$110,247
Estimated Actual Expenditures for High Needs Students in Learning Continuity Plan	$118,113

(Chart axis: $0 — $20,000 — $40,000 — $60,000)

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

In 2020-21, River Valley Charter's Learning Continuity Plan budgeted
$110,247 for planned actions to
increase or
improve services for high needs students. River Valley Charter actually spent
$118,113 for actions to
increase or
improve services for high needs students in 2020-21.

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
River Valley Charter	Seth Phelps TOSA	seth.phelps@rivervalleyhigh.org 619-390-2579

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions
and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

River Valley will provide a comprehensive 21st Century education to students aligned to the Common Core and Next Generation Science Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

Local Priorities: WASC Goal

Annual Measurable Outcomes

Expected	Actual
2% increase in student proficiency in ELA over the 2017 scores.	Actual Measurable Outcome is not available due to the suspension of CAASPP testing as a result of COVID-19 Pandemic.
2% increase in student proficiency over 2018-19 baseline CAST scores	Actual Measurable Outcome is not available due to the suspension of CAASPP testing as a result of COVID-19 Pandemic.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ongoing professional development on the Common Core and Next Generation Science Standards.	$25,000 for travel and conferences for teacher professional development. LCFF Base Resource 0000 Object 5200010	$9317.52
Support identified struggling readers through reading intervention programs, curriculum, and workshops.	$15,000.00 LCFF Base Resource 0000200 Object 4300000	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for professional development were not utilized fully as a result of restrictions to travel and conferences due to the COVID-19 Pandemic. Funds budgeted for reading intervention programs, curriculum, and workshops were not needed, as RVCS had procured the materials via a multi-year contract that is accounted for on the 2018-19 budget.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenge in implementing the actions/services for Goal #1 was identifying students in need of support. This became much more challenging after the disruption to learning caused by the COVID-19 Pandemic, as the in-person evaluation of a student's reading ability is a key component in understanding

the challenges they are facing and the approach that will best serve their needs. Students that were identified as being candidates for support were not as available as they would have been in the on-campus setting.

Goal 2

Enhance the college going culture through student activities, student self-exploration, and school-wide programs and practices.

State and/or Local Priorities addressed by this goal:

State Priorities:
5
6
8

Local Priorities: WASC Goal

Annual Measurable Outcomes

Expected	Actual
85% of graduating seniors will apply to a post-secondary educational program. 80% of eligible students will take the SAT, PSAT, or ACT	100% of graduating seniors applied to a post-secondary educational program in 2019-20. Actual Measurable Outcome is not available due to the suspension of testing testing as a result of Covid-19 Pandemic. Alternative Metrics used include a smaller sample size of students who were able to take the SAT, PSAT, and/or ACT during the 2019-20 school year. PSAT 2019 22 Students in 10th grade tested (39% of eligible students in 10th grade) 31 Students in 11th grade tested (53% of eligible students in 11th grade) SAT (scores only October 2019) 12 Students in 12th grade tested (24% of eligible students in 12th grade) ACT 2019 7 students tested (grades 9-12) (2% of eligible students)

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The school will fund and host field trips to a variety of colleges and universities throughout the school year in order to broaden students' and families' knowledge of college options.	$4000 for buses LCFF Base Resource 0000 Object 5200000	$0
Purchase subscription to Naviance College and Career Readiness Platform to assist students and parents with post-secondary planning.	$2500 LCFF Base Resource 0000 Object 5800071	$2315
Counselor will meet with individually with Low Income students and their parents to develop a college application plan, including applying for grants and financial aid. School Counselor to meet with Low Income students and parents to help them apply for fee waivers for ACT, SAT, PSAT, and AP exams.	$86,186 School Counselor Salary LCFF Base LCFF Supplemental Resource (Base) 0000 Object (Base) 1200020 Resource (Supplemental) 7338 Object (Supplemental) 8590000	$86,186
ASB will sponsor a "wear your college gear" day for staff and students	$1000 LCFF Base Resource 0000 Object 2100090	$0
The Snow Leopard Counselor Line was developed to bridge the gap of communication between the School Counselor, parents and students. Topics include upcoming events on and off campus, college and career campus visitors, Halls of Knowledge workshop dates, and grade-level specific information about testing, scholarships and summer opportunities.	$86,186 School Counselor Salary LCFF Base and Supplemental and Concentration grant funds Resource 0000 Object 1200020	$86,186

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
River Valley will provide access to and information from college representatives. This includes notifying parents and students of events pertaining to college visits and informational meetings.	$86,186 School Counselor Salary LCFF Base and Supplemental and Concentration grant funds Resource (Base) 0000 Object (Base) 1200020 Resource (Supplemental) 7338 Object (Supplemental) 8590000	$86,186
All 7th-12th grade students are provided a classroom lesson on Family Connection in the fall and in the spring. Topics include: individual assessments on personality type, strengths exploring, and career interest are given, resume building, Super-match and college searches, scholarships, and budget reality checks. Each spring, junior conferences are offered for all 11th grade students with their parents where a complete review of their current transcript, senior course selections, and Family Connection Account complete with list of colleges they plan to apply to and requirement/deadlines are discussed in depth. Information about upcoming college fairs, required standardized testing, and college essay requirements are also discussed. Held in the fall, senior checks are offered for all 12th grade students where a final review of their transcript is done, scholarship information is presented, and a detailed look at their colleges they plan to apply to is completed so that all seniors know what their application deadlines, costs, and requirements are going into the college application period. Discussion of intended major and a review of their completed resume is also part of the conference.	$86,186 School Counselor Salary LCFF Base and Supplemental and Concentration grant funds Resource (Base) 0000 Object (Base) 1200020 Resource (Supplemental) 7338 Object (Supplemental) 8590000	$86,186

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All but $5,185 budgeted for Actions/Services were implemented. Of the funds not implemented, $1000 was budgeted for "College Gear" day, but no funds were spent as staff members all had purchased college gear with their personal funds. $4000 was allocated for buses to provide transpiration to college tours, which had to be cancelled due to COVID-19. The remaining $185 is a minor difference in pricing for the Naviance program. This sum of the unimplemented funds was returned to the general fund for future use.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The 2020-2021 school year had many successes while facing some challenges. COVID proved itself challenging with regards to any kind of in-person counseling for the majority of the school year. While Zoom were in full session, the personal connection looked different but all students were provided with up-to-date resources for college planning, scholarships and personal/social needs. Taking the right approach with both our distance learning and on-campus learning was something new, but allowed for flexibility. The counseling department developed a complete online digital bitmoji webpage where students and parents could easily access a variety of resources from personal/social support, college information, and state/local family support which would meet the needs of students from all walks of life. The counseling department prides itself on complete college and career preparation including the use of a web-based program called Naivance Student. The Academic Counselor was able to work with middle and high school students in both one-on-one meetings and in classroom lessons on Zoom and in person assisting them with career type assessments, resume building, career and college research and college application organization. The staff at RVCS continued to host our college t-shirt days on the first Tuesday and Wednesday of the month for both distance and blended teaching.

Due to COVID restrictions, RVCS was unable to take our annual trip to the NACAC College Fair in downtown San Diego. Additionally, we were unable to host any colleges on our campus to take students for college campus tours as most campuses were closed. The ACT and SAT were not offered in the spring 2020/fall 2020 due to COVID restrictions. Only in the spring 2021 did testing options become available again but they were few and far in-between as campuses offering the exams were limiting students. The AP exam was offered in May 2021. Students needing full access to the campus to limit restrictive internet access were provided the option to test on-campus. Additionally, all low-income students were offered the opportunity to have their exam fees waived.

Goal 3

Provide high quality math instruction and support.

State and/or Local Priorities addressed by this goal:

State Priorities:
4

7

Local Priorities: WASC Goal

Annual Measurable Outcomes

Expected	Actual
Students who score <23 on MDTP High School Math Readiness Test will be recommended for placement in Integrated Math IA; scores between 23 and 38 will be recommended for placement in Integrated Math 1; students who score 39 and above will be recommended for placement in Integrated Math I Honors Students who take the MDTP test for Integrated Math II or Math III will be placed in IM II college prep or honors and IM III college prep or honors based upon the same criteria for placement in IM I.	Integrated Math 1A was not offered, and instead students were placed in IM 1 with support offered by an on-campus math tutor (in addition to the instructor's regularly scheduled daily tutoring). Students scoring above 39 on the MDTP were initially placed in IM1H. Students who tested for IM II and IM III were placed in the appropriate course based on the instructors' evaluation of the scores.
9% increase in the number of students who score "meets or exceeds standard" (over the 2016 Baseline)	Due to the COVID-19 pandemic, CAASPP testing was suspended, and no comparable data is available.
7% increase in exam scores over 2017-2018 baseline scores. (Students can work each week to achieve 100% on homework.)	Due to the disruption in learning caused by the COVID-19 pandemic, reliable and comparable data is not available. For the most current Math benchmark data, please see the baseline data in Goals and Actions (Goal 1, Outcome 3).

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Identify students with math skills deficiencies through MDTP, SBAC Interim Assessments, classroom assessments, and teacher observations and recommend them into a six week math intervention course to teach the missing skills.	305.00 (MDTP cost) LCFF Base Resource 0000 Object 4300000	$0
Continue the use of the MathXL program across all grade levels and math courses.	$3240 LCFF Base Resource 0000 Object 5800000	$1237.5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue a minimum of 16 hours per week of Math Tutoring.	$15,000 LCFF Base Resource 0000 Object 2100090	$7396.77
Teachers will attend conferences and professional development opportunities to improve math instruction.	$1,500.00 LCFF Base Resource 0000 Object 5200010	$0
Work in conjunction to offer the Cuyamaca College math course on RV campus to be taught by a RV math teacher who is an adjunct Cuyamaca College professor.	$3000 LCFF Base Resource 0000 Object 1100010	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted that were not implemented were re-allocated to the general fund to be utilized in other areas of need.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenge in implementing the actions and services in this goal was the disruption of learning as a result of the COVID-19 pandemic. The latter quarter of the school year greatly impacted the ability to offer the on-campus tutoring that helps students overcome challenges in math. Access to curriculum and instruction time were compromised as a result of the school closure at the onset of the pandemic.

The greatest successes were the use of the Math XL program to continue to offer a part of the instruction that students were accustomed to. Teachers were able to continue to monitor participation, progress, and growth through online platforms such as Math XL and Zoom.

Goal 4

Provide school facilities that are safe and welcoming, up to date, and maximize student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Based upon 2018 FIT, prioritize most needed repairs and upgrades.	Due to the temporary suspension of in-person instruction as a result of the Covid-19 Pandemic, RVCS was able to complete more repairs and upgrades during the 2019-20 and 2020-21 school years. This includes moving the office to the front of the school, creating a safe and welcoming entrance for students, staff, volunteers, and guests, and upgrading the infrastructure of the school's internet server.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The facilities manager and maintenance crew will work to remove existing asphalt and replace it with concrete where needed.	$40,150.00 LCFF Base Resource 0000 Object 5600010	$40,150.00
The facilities manager and maintenance crew will build additional shade structures and seating areas as needed.	$5000 LCFF Base Resource 0000 Object 5600010	$3490
The facilities manager will repair and/or replace exterior siding panels on buildings as needed.	$10,000 LCFF Base Resource 0000 Object 5600010	$3000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Although funds budgeted for each Action in Goal 4 were not precise, the overall expenditures for this goal exceeded the originally budgeted funds. This is due to extended time available to work on campus without students present during campus closures due to COVID-19. All of the actions undertaken have allowed RVCS to provide a safer campus for students, more space for students to work and/congregate, more reliable and up-to-date internet access on campus.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The major challenges with implementing the actions for this goal were the logistics and timing. The office was swapped with a classroom which was at the front of the school, which was a major undertaking. The interior of the previous classroom was taken down to the studs and new offices built. A new design was created to provide additional office spacing for all school administrative personnel to be housed in the new office. A new entrance was also created to the office, providing access control of students and visitors during school hours. Although this work was mostly completed over the summer, the disruption to the working environment of the staff members in the office created difficulty in smoothly transitioning from one academic year to the next. However, had it not been for school closures as a result of COVID-19 the above listed projects could not have been completed with students on campus.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) to ensure the health and safety of students and staff and provide enhanced sanitation to classrooms, staff lounge, office, and media center.	$2000	$2192.26	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Fund a part-time position to hire an English teacher so the current teacher can increase Teacher On Special Assignment duties to assist with student needs related to COVID-19, focusing especially on the needs of low-income students.	$50,000	$38,536.67	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

N/A

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the physical size of the RVCS campus and classrooms, in-person instructional offerings were not an option as recommended by state and local guidance until April 8th, when the campus was re-opened for limited in-person instruction. The greatest challenge to implementing instruction was providing equitable access to the instruction, instructors, technology, and other course materials while maintaining both in-person and distance learning options.

Notwithstanding the challenges, there was a feeling of success, relief, and empowerment in returning to in-person instruction. Students and families were able to choose to finish the school year as it began, with distance learning, or to attend campus for in-person learning. This allowed for a level of comfort and feeling of safety for students and families. Through in-person instruction, inter-personal communication among students, modeling and demonstration of labs and lessons, and engagement in the activities were noticeably increased as a result of the resources available to students on campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional technology to provide teachers and staff with the necessary equipment to engage in distance learning.	$5214.57	$17,629	Y
Cost of curriculum for Science and English courses to expand distance learning instruction.	$10,032.18	$6120.89	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

As the COVID-19 pandemic continued to necessitate change in the scope of RVCS' planned actions for 2020-21, the need for increased efficiency in technology centered delivery of instruction became a priority. RVCS purchased updated document cameras, web-cams, laptops, headsets, and microphones, as well as licensing for programs and software.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:
RVCS continued the distance learning program implemented in spring 2020 for the duration of the 2021-2021 school year. Rather than attend the two days per week as they would if they were attending classes on campus, students logged into Zoom session with their teachers during their scheduled class periods. Classes were limited to 50 minutes each with a ten minute break between classes so students could stretch and rest their eyes. Teachers used this time for direct instruction and provided opportunities for students to engage in group work with other students.
Access to Devices and Connectivity:
While many students used their personal devices to engage in distance learning, RVCS had many students who opted to use a school-issued device to engage in distance learning. RVCS had a few students who had connectivity issues, and our IT Manager worked to assist students and families to ensure connectivity was not a barrier to learning.
Pupil Participation and Progress:
Since attendance at RVCS is determined based on students' work completion, it was vital for students to complete their assigned work in a timely manner. The teachers would communicate with the counselor and principal when/if a student was failing to complete assigned work. If student participation and progress was deemed insufficient, the counselor and principal would meet with the student and parent(s) to determine what factors were inhibiting the student's academic progress. This information was conveyed to

the teachers so they could work with the student to ensure adequate academic progress was being made. Pupil participation as it relates to engagement during class sessions was mixed. Some students engaged very little during scheduled Zoom sessions and they often were reluctant to have their cameras on during the class. This made it difficult for the teachers to determine how much learning was taking place. This, in part, is why the teachers were so vigilant when it came to students' work completion on their scheduled independent study days. This completed work gave teachers insight into whether or not students were making adequate academic progress.

Distance Learning Professional Development:

Teachers sought professional development for specific resources and platforms they used throughout the school year. For example, one teacher used an online platform for science courses that necessitated individual training for that particular platform. The same is true for an English teacher who was using a completely new online curriculum for English. The staff met multiple times throughout the school year to receive training on pertinent content relating to all disciplines (such as best practices to use for the Jupiter Grades platform). Individual departments also met to review and disseminate distance learning strategies to other department members. The teachers also received training on how to administer the MAP Growth Assessments to students.

Staff Roles and Responsibilities:

Staff members were responsible for ensuring that appropriate attendance information was taken and logged, and that communication between the home and school was maintained, especially if a student was missing assignments. Teachers were also responsible for notifying the counselor in the event they perceived students were struggling. While these struggles were often identified as academic struggles, the counselor also worked with students when the struggles were social and/or emotional in nature. Support staff worked to ensure that the parents of students who failed to attend their online classes were notified of these absences. The campus supervisor continued to monitor students' online activity, and he reached out to families when a student's use of their student account violated the school's technology use policy.

Support for Pupils with Unique Needs.

Students with unique needs were provided support through teacher interventions, specialized academic instruction, and counselor guidance. Depending on the student's needs, support was provided on a case-by-case basis. If a student's IEP or 504 plan listed specific accommodations, those supports were provided based on the student's plan. Students received support in the manner they sought, meaning help was available on campus for students wishing to come to campus, or it was available via Zoom if the student opted to receive support remotely.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The purchase of new technology and devices to help students and staff with distance learning. These devices particularly help low-income, EL students, foster youth, and homeless students who often cannot afford to purchase such devices.	$45,000	$22,160.25	Y
Professional development for teachers and staff to assist with learning and implementing new digital learning platforms.	$8,000	$0.00	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Of the $45,000 allocated for the purchase of new technology and devices to help students and staff with distance learning, $22,160.25 was utilized for the purchase of Chromebooks for student use. The difference of budgeted vs estimated actual expenditures is attributed to the lower need of new Chromebooks than was initially anticipated, as well as the re-direction of some of the funds/purchases to Distance Learning, Action 1, which covered the majority of the needs for instructional technology for teachers.

Professional development intended to assist staff was not needed, as the cost of licensing and purchasing the programs used wither included training, or training was unnecessary. The budgeted funds for this item were allocated in the event that training was needed.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The most challenging aspect of addressing Pupil Learning Loss in the 2020-21 school year was the inability to uniformly assess students due to distance learning. Students were not able to be assessed in equitable ways in that some were on-campus for part of the second semester, and some continued with distance learning throughout the year. This brought difficulties in effectively evaluating students within subject areas and across grade levels. However, being a small school, both instructors and the administrative team were able to work with students on an individual level to assess their academic as well as learning loss needs.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Monitoring mental health issues with our students while distance learning presented its challenges, but through collaboration with our teachers and partnering with our campus supervisor, school secretary, and principal, we were able to successfully identify and intervene when appropriate. Intervention included: parent/student phone call, zoom or on-campus meetings, and home visits. The School Counselor developed a Bitmoji digital office which provided access to several mental health resources both state, county and privately funded to all students. Some websites, specifically anything to do with suicidal ideation, alerted the campus supervisor when a student or parent clicked on them allowing us to assess the need for more intervention. At the beginning of the school year, the staff met on campus and were provided with some professional development articles and resources to assist the School Counselor with identifying and supporting the mental health of students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The School Counselor had to be very proactive with regards to mental health to ensure students' needs were being met while distance learning. The School Counselor offered the opportunity to all parents and students to meet 7 days a week via zoom while in lock down. Once some restrictions were lifted, families were offered the opportunity to meet on-campus or via zoom and the School Counselor was accessible on campus, 4 hours a day, Tuesday-Friday for drop-in meetings. While conferencing with individual 11th and 12th grade students and their parents to discuss college and career planning, intentional mental health check-ins were done to ensure students were feeling supported. The School Counselor and Principal also worked collaboratively to consistently check GPA eligibility to ensure students were on-track with their distance learning. The School Counselor partnered with the Associated Student Body teacher to implement a "Coaches and Seekers" program which would connect underclassmen/new students with upperclassmen. Additionally, the ASB class provided online activities for students to help them engage with each other and cultivate a sense of community.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

RVCS did not directly provide school nutrition to students during the 2020-2021 school year. Since the Lakeside Union School District offered free meals to kids aged 2-18, RVCS students were able to access free meals through this program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut res
N/A	RVCS's TOSA will assume responsibilities to assist administration with student and staff needs relating to distance learning. This necessitates the hiring of a part-time English teacher to fulfill the TOSA's teaching load.	$0	$33846	Y
Mental Health and Social Emotional Well-being	The purchase of 12 Tips for Practicing Self-Care, Creating Rituals that Feed Your Soul, and organizing Time to Bring More Joy programs to help students experiencing stress and anxiety associated with such things as school, health care, parent(s) job loss, and food insecurity. This program is intended to benefit all students, but is principally intended to assist low-income students.	$0	$0	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The addition of the expenditure of $33846 for Action 1 reflects the estimated apportionment of the salary for the TOSA (teacher on special assignment) that contributes the to action.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The primary lesson learned from implementing in-person and distance learning programs in 2020-2021 is the great need to engage students in the school community. The overarching goal for the coming years is to ensure students have a stable, supportive, and engaging school community. RVCS is looking to expand

its efforts pertaining to student engagement, especially since all RVCS students spent the vast majority of this school year working from home physically isolated from their peers. This pandemic has highlighted the great need parents and students have about the need for students to have opportunities to interact with peers so strong, positive peer relationships can be forged.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Using local assessment measures in addition to MAP Growth Assessments for Reading and Math, RVCS will continue to assess students for learning loss. Using data from the Spring 2021 MAP Growth assessment administration, RVCS will again assess students in September 2021. This fall assessment will provide data the school needs to identify newly enrolled students needing additional support and targeted intervention. RVCS will again administer the MAP Growth Assessments for Reading and Math in Spring 2022, providing administration with additional information to assess student learning loss. Based upon this data, students with unique needs and those students qualifying for targeted intervention will receive additional instruction and support to remediate content deficits. Students on an IEP or 504 plan will continue to receive support for learning loss in accordance with their plans.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions included in narrative above

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning
Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The disruption in learning and challenges to providing services during the 2019-20 and 2020-21 school years have prompted RVCS to evaluate students learning needs, outcomes, and services in a new way. Whereas prior LCAPs have focused on maintaining and furthering the academic successes or students,

the current LCAP steers more toward a focus on mitigating student learning loss, providing social and emotional support for students, and connecting with and involving families in school support and activities. In looking at the data available at the end of the 2020-21 school year, RVCS has come to the conclusion that although the history of academic rigor is important and will continue to be a goal for the school, providing a more targeted approach to overcoming challenges and setbacks as a result of the COVID-19 pandemic is an immediate need that must be addressed as RVCS strives to provide a challenging, equitable education to all students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for
the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22
LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables
adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact
the local 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. (mailto:lcff@cde.ca.gov)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify

the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in

implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

  - Pupil Participation and Progress,

  - Distance Learning Professional Development,

  - Staff Roles and Responsibilities, and

  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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
River Valley Charter	Seth Phelps TOSA	seth.phelps@rivervalleyhigh.org 619-390-2579

Plan Summary 2021-24

General Information

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

As a charter school authorized by the Lakeside Union School District, RVCS is an independent study school that serves approximately 300 students in grades 7-12. Our schedule is based on a college model in which students attend each core class twice a week for 72 minutes each day, taking electives, and completing extensive independent study work outside of class on the remaining days. Class sizes average 10 to 19 students so as to maximize instructional time. The remainder of student instructional time is taken up with extensive independent study assignments, electives, athletics, and numerous opportunities for individual tutoring. Students learn to plan and manage their heavy study schedules and are well prepared for the time management challenges of college. A highly qualified teaching staff provides an enriched, standards based instruction to small classes with opportunities for individual tutoring every week. Students at RVCS must take four years of Mathematics, Social Science, Science, and English courses in order to graduate from our school. We strive to have 100% of our graduates meet the AG requirements upon graduation. The rigorous academics coupled with an extensive support system give students the preparation they need to be successful in college and the workplace.

As an independent study school, River Valley has worked these last 23 years cultivating an educational program steeped in rigor and aimed at fostering skills necessary for succeeding in today's world. The primary purpose of RVCS's instructional model is to prepare students for college. Central to RVCS's instructional program is to provide equitable access to a rigorous course of study and the need to motivate and inspire students so they can acquire the necessary knowledge and skills to achieve post-secondary success.

Reflections: Successes

Due to the Covid-19 pandemic, Dashboard data is unavailable. Alternative metrics, alongside local data, are being used for the purposes of evaluating progress for the 2020-21 School Year. In evaluating the academic successes at the close of the 2020-21 school year, RVCS administered NWEA MAPs growth assessments, which have provided important data for planning purposes in future academic years. Results from the assessments can be found in the Goals and Actions section of the LCAP, but one of the major successes was the 95% participation rate for NWEA MAPs growth assessments, which will allow RVCS to make informed decisions on the academic needs of students as learning loss mitigation is planned for each grade level in the coming years.

Reflections: Identified Need

According to the California School Dashboard (2019 data), RVCS is in the Orange performance level in the area of Chronic Absenteeism (increase of 5.8%). As 2020 data is unavailable at this time, and taking into account the disruption of learning as a result of the COVID-19 pandemic, RVCS anticipates that percentage of students who are chronically absent will increase--largely as a result of the difficulty in engaging in services during the pandemic. Many of the Goals and Actions in the current LCAP are tailored toward increasing services, opportunities, and engagement for both students and families--with the expected outcome of a decrease on the Chronic Absenteeism rates in future years.

LCAP Highlights

The 2021-22 LCAP brings many changes to the scope of RVCS's approach to engaging students, increasing services, and providing opportunities for both students and families. Of the 4 Goals included in the LCAP, 1 is focused on maintaining a high level of pupil outcomes through academic programs and instruction, whereas the remaining 3 goals target the engagement, involvement, and well-being of students through mitigating learning loss as a result of the COVID-19 pandemic, building and

maintaining a culture of academic success, and creating a campus environment and support system that will provide students and families with resources and opportunities that will foster empowerment through education.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Stakeholder involvement is a continual and integral process at RVCS. As such, the following were completed in order to provide opportunities for students, parents, instructional staff, support staff, administration, and community members to be a part of the LCAP process:

Data Gathering and Idea Share Sessions:
RVCS Board of Director Meetings (3 parents and 2 community members hold positions on the board)
Staff Meetings focused on short and long-term planning for the vision of the school
WASC Focus and Home Group meetings and surveys.
Town Hall Style meetings (fireside chats) held via Zoom with specific grade level cohorts as well as parents.
PTO Meetings
School Reopening Survey (Spring 2020)
School Return Preference Survey (Fall 2020)

LCAP Specific Activities (focusing on draft actions and services prior to Public Hearing):
Student Ambassador (Guiding Coalition) meeting and survey (Spring 2021)
LCP survey sent to all stakeholders (Spring 2021)
Town Hall style stakeholder input meeting (Spring 2021)

Public Hearing for the RVCS LCAP held on May 20, 2021.

A summary of the feedback provided by specific stakeholder groups.

Parents who provided input through surveys and/or other means indicated that RVCS provides a strong academic program, but would benefit from increased support and services for students who struggle with distance learning and/or math. Parents also provided invaluable input regarding teaching practices that they felt were engaging for their students (through observation of distance learning at home).

Students provided input through formal surveys and informal discussion. Students favorably viewed the academic program and instruction , but felt that extra/more time with the instructors, academic and social/emotional support and services were needed. Students indicated that more social events and opportunities on campus or with the RVCS community were a high priority for the 2021-22 school year.

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

The 2021-22 RVCS LCAP Goals and Actions were heavily influenced as a result of stakeholder input. Goals 2, 3, and 4, Learning Loss Mitigation, Academic Culture, and Campus Infrastructure and Atmosphere, respectively, are all new goals created to provide a challenging, enriching, and equitable

education to all students. Along with the unique and new teaching practices that resulted from distance learning during the 2019-20 and 2020-21 school years, RVCS has also had the opportunity to gather input and insight from both parents and students who experienced the challenges of distance learning from their own homes. Provided throughout the stakeholder engagement process, parent and student feedback has helped to steer Goals 2, 3, and 4 (as well as actions) in a direction that engages students and families, fosters students' investments in their own education, creates a safe and effective learning environment, and mitigates learning loss as a result of the COVID-19 pandemic.

Goals and Actions

Goals

Goal #	Description
Goal 1	RVCS will strive to meet the needs of all students. River Valley will maintain a high level of pupil outcomes and achievement for all students through standards based instruction, access to a wide range of courses and learning resources, and data-driven goal setting and actions.

An explanation of why the LEA has developed this goal.

RVCS has developed this goal as a way to ensure all students have equitable access to the support and resources necessary to meet or exceed grade level performance standards, meet graduation requirements, and to be successful in their post-secondary endeavors.

Focus goal - Focus placed on the following State and Local Priorities:
• Priority 4: Pupil Achievement
• Priority 7: Course Access
• Priority 8: Other Pupil Outcomes
• Local Priority (Charter Document)

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

CA Dashboard College and Career Readiness Indicator	72.7% Prepared 14.5% Approaching Prepared 12.7% Not Prepared Based on most recent available data (Dashboard Status Year 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90% Prepared 10% Approaching/Not Prepared
NWEA MAP Growth Assessment: Math	60% of students tested at or above mean grade level RIT score	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	66% of students will test at or above mean grade level RIT
NWEA MAP Growth Assessment: Reading	90% of students tested at or above mean grade level RIT score	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	95% of students will test at or above mean grade level RIT

| CA Dashboard Chronic Absenteeism Indicator | 5.8% (Orange Performance Level on CA Dashboard)*

 *Based on most recent available data (Dashboard Status Year 2019) | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Decrease Chronic Absenteeism Rate to 3% as indicated on the CA Dashboard |

Actions

Action # Title		Description	Total Funds	Contributin
Action #1	Access to Courses	RVCS will offer and/or provide access to a wide range of academic courses to ensure students receive a well-rounded education and meet graduation requirements.	$50,000.00	No
Action #2	Expand Math Support	Instructional and support staff will provide targeted support for identified students. Ongoing progress monitoring will be conducted by administering NWEA MAPS Growth Assessments 3 times per school year.	$10,000.00	No

Action # Title		Description	Total Funds	Contributin
Action #3	Implement Reading Support	Instructional and support staff will provide targeted support for identified students. Ongoing progress monitoring will be conducted by administering NWEA MAPS Growth Assessments 3 times per school year.	$10,000.00	No
Action #4	Increase Access to Educational Technology	Increase access to and availability of Educational Technology and related resources and support as a means to providing a high quality, equitable education that meets the needs of all students.	$100,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Learning Loss Mitigation River Valley will integrate strategies for pupil learning loss that results from COVID-19 during the 2019-2020 and 2020-21 school years. Focus will be placed on academic measures and achievement, social engagement, and emotional well-being for all students.

An explanation of why the LEA has developed this goal.

As a result of the disruption in the learning environment in both the 2019-20 and 2020-21 school years (due to the Covid-19 pandemic), RVCS is placing considerable emphasis on mitigating learning loss in order to minimize achievement gaps.

Broad Goal with an emphasis on the following State Priorities:
• Priority 2: Implementation of academic content and performance standards adopted by SBE
• Priority 3: Parental Involvement and Family Engagement
• Priority 4: Pupil Achievement
• Priority 5: Pupil engagement
• Priority 6: School Climate

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
2020-21 NWEA MAPS Growth Assessment Data	20% of students scored in the Lo/Lo Average mean grade level RIT.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<10% of students will score in the Lo/Lo Average mean grade level RIT.

High School Course Completion	10% of students in grades 9-12 did not complete one or more courses (failed/incomplete)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	<5% of students in grades 9-12 will not complete one or more courses (failed/incomplete
Academic Progress Survey	Of students and families polled in a survey, when asked to rate individual academic progress during the 2020-21 school year, the following results were found. (As of May 17, 2021) 25% Needs Improvement 22% Neutral 53% Favorable	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	10% Needs Improvement 10% Neutral 80% Favorable

Actions

Action # Title	Description	Total Funds	Contributin

Action # Title		Description	Total Funds	Contributin
Action #1	Increase Learning Resources	Increase and expand the availability of learning resources for all students. Focus on asynchronous learning resources accessible through online resources (ie. RVCS Website and other platforms).	$15,000.00	Yes
Action #2	Engage in Professional Development to Mitigate Learning Loss	Instructional and Support staff will engage in professional development and practices specifically targeted at mitigating learning loss for students as a result of the challenges presented during the COVID-19 pandemic and the 2020-21 school year.	$25,000.00	No
Action #3	Increase Educational Support and Resources	Increase student access to support and resources to mitigate learning loss as a result of the challenges presented during the Covid-19 pandemic and the 2020-21 school year. Create and monitor individual targeted growth plans for identified students.	$40,000.00	Yes
Action #4	Increase Access to Paraprofessionals and Support Staff	Utilize Paraprofessional and Support staff to provide services to students identified as needing learning loss intervention as a result of the challenges presented during the Covid-19 pandemic and the 2020-21 school year.	$150,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Campus/Academic Culture River Valley will maintain a culture of learning and enrichment that encourages the academic and personal development of all students through engagement in the school community.

An explanation of why the LEA has developed this goal.

River Valley has historically had a strong community and family atmosphere. With the disruption to the educational environment caused by the Covid-19 Pandemic, students, families, and staff feel the need to rejuvenate and place emphasis on a culture and atmosphere that promotes the mission of the school. The intent of Goal 3 is that students feel empowered, connected, and confident about their academic, social, and emotional progress as they prepare for their post-secondary plans. Inviting families to become more involved in the academic process and progress of their students, as well as feel a sense of belonging among the school community will allow RVCS to better meet the educational, social, and emotional needs of all students.

Broad Goal with an emphasis on the following State Priorities:
• Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
• Priority 2: Implementation of academic content and performance standards adopted by SBE
• Priority 5: Pupil engagement
• Priority 6: School Climate

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Implementation of Academic Standards.	Currently instructors are able to measure academic progress as they deem necessary for each course taught. There is no standard/universal local benchmark requirement for classes at RVCS.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of courses will use local Standard Based Progress Indicators(benchr as a metric for gauging academic progress and involvement at least twice per year, per course.

Attrition Rate as % per grade levels 9-12.	The class of 2021 totaled 44 graduates, whereas the 9th grade enrollment data for that cohort suggests that of the 70 students initially enrolled, 31% exited the school before graduating (out of state relocation accounted for).	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Reduce attrition rate for the class of 2023-24 by 10%.

Favorable rating as percentage on local climate surveys (Academic Culture).	Results from the LCAP Perspective Survey in May of 2021 (local climate Survey) indicate that in the areas of academic, social, and mental health support for students and families, 61% of respondents rated RVCS' attention to this area as favorable.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Results of a local climate survey regarding academic, social, and mental health support for students and families will yield a rating of 90% favorable among parents and family respondents.

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Create Online Learning Center (OLC)	Create an online student/learning hub accessed through the RVCS website.	$8,000.00	No

Action # Title		Description	Total Funds	Contributin
Action #2	Increase/Promote Attendance and Work Completion	Promote attendance and work completion through programs aimed at empowering learning and self-motivation	$2,500.00	Yes
Action #3	Create Student/Teacher/Parent Advisory Committee	Create and Implement Advisory Committee to encourage and support students and families who are struggling with meeting their academic needs/goals.	$2,500.00	No
Action #4	Increase Post-Secondary Guidance	Increase access to post-secondary information and options. 4.1 Halls of Knowledge Workshops 4.2 Guest Speakers from Industry and Educational Institutions 4.3 Alumni round table discussions 4.4 College Tours	$20,000.00	Yes
Action #5	Professional Development for Instructors	Instructors will engage in Professional Development biennially (every 2 years) with a focus on each discipline/subject area they are currently teaching.	$25,000.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 4	Campus Infrastructure and Learning Environment River Valley will maintain campus facilities that provide a safe, welcoming, and respectful environment for all students, parents, and staff.

An explanation of why the LEA has developed this goal.

Maintenance of Progress Goal with an emphasis on the following State Priorities:
• Priority 3: Parental Involvement and Family Engagement
• Priority 6: School Climate

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Stakeholder Engagement as indicated by communication and participation	LCAP Perspective Survey (local climate survey) engagement data (May 2021): 93 responses (39 students and 54 parents). Of the student responses, 7th grade=10% 8th grade= 8% 9th grade=18% 10th grade=21% 11th grade=18% 12th grade= 25%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Engagement/part in local climate survey in Spring will yield a tripling of parent/family respondents, as well as raise the number of student participants to 80% of the student population.

| Favorable rating as percentage on local climate surveys (access to technology/resources) | Results from the LCAP Perspective Survey (local climate survey)-- Spring 2021 74% of responses indicated Highest and Mid-Range priority for providing more or improved access to on-campus technology and resources. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 95% of student responses on a local climate survey will indicate that RVCS is providing the necessary infrastructure on campus to meet the education technology and resource needs of all students. |

Actions

Action # Title		Description	Total Funds	Contributin
Action #1	Increase Information Access	Re-structure and update the RVCS website to increase accessibility to academic, social, and athletic events, resources, and opportunities.	$15,000.00	No

Action # Title		Description	Total Funds	Contributin
Action #2	Establish Community Learning Center (CLC)	Allocate space on campus for a Community Learning Center (CLC) to host students for small group and one-on-one tutoring, act as a student/family resource center, and to encourage the stakeholder involvement in the educational goals of all students. 2.1 Increase student and family equitable access to technology/online resources through monthly Tech Cafe workshops focused on educational technology used by RVCS.	$15,000.00	Yes
Action #3	Implement Stakeholder Communication Network	RVCS will purchase and implement an interactive, school-wide, and data-driven communication platform that will allow for expanded communication between the school and stakeholders.	$3,500.00	No
Action #4	Implement Structured Non-Academic Events Plan	RVCS will create and implement a schedule of non-academic (not specific to any courses taught) events and opportunities to engage students and families. Events will promote social, emotional, and physical well-being, while also engaging students in new interests and skills that will encourage stakeholder engagement and involvement in the school community.	$30,000.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.45%	$0.00

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

Required Descriptions

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

Through distance learning during the COVID-19 pandemic, RVCS gained new insight into the off-campus access to necessary resources and support for low-income students and English learners. Analysis of work completion, attendance rates, and engagement in class led RVCS to create Goals and Actions that aim to close learning gaps and provide an equitable education to the identified student groups. Action 4 of Goal 1--Increase Access to Educational Technology, is the first step in RVCS moving to a 1 to 1 device implementation, which is targeted at creating equitable access to technology for low-income students. Access to educational technology is an important aspect of Goal 2, Action 1--Increase Learning Resources, which focuses on creating and maintaining resources that students can access both on, and off campus. Students who cannot afford educational technology, cannot access online resources, and do not have access to a peer network, private tutoring, or means to attend on-campus tutoring will have increased access to educational resources. In the following years, RVCS expects to see students identified increasing work competition and attendance, thereby leading to closing educational gaps and promoting excellence in academics for the students.

The Scope of Goal 2--Mitigate Learning Loss, involves not only a focus on academic content, but entails aspects of learning that are not solely seen during an academic class period. RVCS has determined that although all students would benefit from Increased Educational Support and Resources (Goal 2, Action 3), English learners and low-income students will benefit to a greater degree, as access to support and resources will bridge yet another gap for students, allowing them to make academic progress and reach their full potential. Along with these resources and support, RVCS will provide Access to Paraprofessionals and Support Staff (Goal 2, Action 4). Having on-campus personnel available to students will greatly increase access and equity for the identified student groups. Through these resources and support, RVCS projects that increased mastery in math and English will be seen in assessment data for identified student groups.

Goal 3 focuses on Campus/Academic Culture, which will be an important aspect of the 2021-22 school year, as many students will be returning to the classroom for the first time after the COVID-19 pandemic. Through the following two actions, Increase/Promote Attendance and Work Completion (Action 2), and Increase Post-Secondary Guidance (Goal 3, Action 4), RVCS will promote the importance of taking ownership of one's education and future. Identified student groups are an important aspect of the creation of these actions--as their aim is to help students overcome adversity in order to reach their future goals. Through these actions, RVCS expects to see a decrease in the number of students from the identified groups who exit the program (attrition rate).

Goal 4, Action 2--Establish Community Learning Center (CLC), will increase access to on-campus technology, support, and resources for students as well as families, which in-turn, will be a space unutilized for the Actions in the previous paragraphs. RVCS envisions the CLC will be a hub of learning for both low-income students and English learners, with the goal of helping students overcome barriers that would otherwise create inequity in their education.

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

Foster youth, English learners, and low-income students do not comprise numerically significant groups in the population of RVCS students at this time. However, the above Actions not only increase access to pre-existing support and resources at RVCS, but also create new opportunities, support, resources, and educational technology--all with a goal of closing the educational gap for students in identified groups.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Access to Courses	All	No			LEA-Wide	Ongoing
1	2	Expand Math Support	All	No	LEA-wide	Low-Income, English Learners	LEA-Wide	Ongoing
1	3	Implement Reading Support	All	No	LEA-wide	Low-Income, Foster Youth, English Learners	LEA-Wide	Ongoing
1	4	Increase Access to Educational Technology		Yes	LEA-wide	Low-Income	LEA-Wide	Ongoing
2	1	Increase Learning Resources		Yes	LEA-wide	English Learners, Low Income Students	LEA-Wide	Ongoing

2	2	Engage in Professional Development to Mitigate Learning Loss	All	No	LEA-wide	All	LEA-Wide	2 Years
2	3	Increase Educational Support and Resources	All	Yes	LEA-wide	English Learners, Low-Income	LEA-Wide	3 Years
2	4	Increase Access to Paraprofessionals and Support Staff		Yes	LEA-wide	English Learners, Low-Income	LEA-Wide	1 year
3	1	Create Online Learning Center (OLC)	All	No	LEA-wide	All	LEA-Wide	Ongoing
3	2	Increase/Promote Attendance and Work Completion		Yes	LEA-wide	English Learners, Low Income	LEA-Wide	Ongoing
3	3	Create Student/Teacher/Parent Advisory Committee	All	No	LEA-wide	All	LEA-Wide	Ongoing
3	4	Increase Post-Secondary Guidance		Yes	LEA-wide	Low Income	LEA-Wide	Ongoing

3	5	Professional Development for Instructors	All	No	LEA-wide	All	LEA-Wide	Ongoing
4	1	Increase Information Access	All	No	LEA-wide	All	LEA-Wide	Ongoing
4	2	Establish Community Learning Center (CLC)		Yes	LEA-wide	Low Income	LEA-Wide	1 year
4	3	Implement Stakeholder Communication Network	All	No	LEA-wide	All	LEA-Wide	Ongoing
4	4	Implement Structured Non-Academic Events Plan	All	No	LEA-wide	ALL	LEA-Wide	Ongoing

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
50.00%			$0.00				
50.00%			$0.00				
50.00%			$0.00				
0%			$100,000.00				
66.67%			$15,000.00				
0%			$5,000.00				
100.00%			$30,000.00				
100.00%			$0.00				

50.00%			$0.00				
0%			$0.00				
0%			$0.00				
25.00%			$20,000.00				
0%			$25,000.00				
23.33%			$15,000.00				
33.33%			$0.00				
0%			$3,500.00				
41.67%			$30,000.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Access to Courses	All	$0.00	$50,000.00	$0.00	$0.00	$50,000.00
1	2	Expand Math Support	All	$0.00	$10,000.00	$0.00	$0.00	$10,000.00
1	3	Implement Reading Support	All	$0.00	$10,000.00	$0.00	$0.00	$10,000.00
1	4	Increase Access to Educational Technology		$100,000.00	$0.00	$0.00	$0.00	$100,000.00
2	1	Increase Learning Resources		$15,000.00	$0.00	$0.00	$0.00	$15,000.00
2	2	Engage in Professional Development to Mitigate Learning Loss	All	$5,000.00	$0.00	$0.00	$20,000.00	$25,000.00

2	3	Increase Educational Support and Resources	All	$30,000.00	$10,000.00	$0.00	$0.00	$40,000.00
2	4	Increase Access to Paraprofessionals and Support Staff		$0.00	$150,000.00	$0.00	$0.00	$150,000.00
3	1	Create Online Learning Center (OLC)	All	$0.00	$8,000.00	$0.00	$0.00	$8,000.00
3	2	Increase/Promote Attendance and Work Completion		$0.00	$2,500.00	$0.00	$0.00	$2,500.00
3	3	Create Student/Teacher/Parent Advisory Committee	All	$0.00	$2,500.00	$0.00	$0.00	$2,500.00
3	4	Increase Post-Secondary Guidance		$20,000.00	$0.00	$0.00	$0.00	$20,000.00
3	5	Professional Development for Instructors	All	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
4	1	Increase Information Access	All	$15,000.00	$0.00	$0.00	$0.00	$15,000.00
4	2	Establish Community Learning Center (CLC)		$0.00	$15,000.00	$0.00	$0.00	$15,000.00

4	3	Implement Stakeholder Communication Network	All	$3,500.00	$0.00	$0.00	$0.00	$3,500.00
4	4	Implement Structured Non-Academic Events Plan	All	$30,000.00	$0.00	$0.00	$0.00	$30,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$243,500.00	$258,000.00	$0.00	$20,000.00	$521,500.00

Total Personnel	Total Non-Personnel
$265,000.00	$256,500.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Increase Access to Educational Technology	LEA-wide	Low-Income	LEA-Wide	$100,000.00	$100,000.00
2	1	Increase Learning Resources	LEA-wide	English Learners, Low Income Students	LEA-Wide	$15,000.00	$15,000.00
2	3	Increase Educational Support and Resources	LEA-wide	English Learners, Low-Income	LEA-Wide	$30,000.00	$40,000.00

2	4	Increase Access to Paraprofessionals and Support Staff	LEA-wide	English Learners, Low-Income	LEA-Wide	$0.00	$150,000.00
3	2	Increase/Promote Attendance and Work Completion	LEA-wide	English Learners, Low Income	LEA-Wide	$0.00	$2,500.00
3	4	Increase Post-Secondary Guidance	LEA-wide	Low Income	LEA-Wide	$20,000.00	$20,000.00
4	2	Establish Community Learning Center (CLC)	LEA-wide	Low Income	LEA-Wide	$0.00	$15,000.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$165,000.00	$342,500.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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:

  - 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 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 perse stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP." Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24

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 2022–23 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 **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:
Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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 2020–23 LCAP from the 2017–20 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% 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% attendance rate will benefit. However, because of the significantly lower attendance rsate 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%:For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: 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 inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

- **Total Non-personnel**: This amount will be automatically calculated.

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

- **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).

- **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.